

Kolbe Academy Home School

GRADE TEN ANCIENT ROMAN HISTORY

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COURSE TITLE: World History II: Ancient Rome**COURSE DESCRIPTION:**

This course examines the pre-Christian and early Christian world as seen through the rise and fall of the Roman Empire. It covers highlights of Roman history from the mythical founding of the city in 753 BC, the fall of the Republic in the first century BC, to the fall of the Empire in 476 AD. St. Augustine provides background on the conflict of Catholicism with paganism in Roman society.

COURSE OBJECTIVES:

This course will enable the student to:

- ❖ Become familiar with the political and religious developments of this period
- ❖ Know and understand the significance of the important events, dates, persons and places in the Western Europe of 753 BC-476 AD
- ❖ Trace the cause and effect of political developments in the ancient world and, by extension, in the modern
- ❖ Observe the timelessness of human relations and the similarities of man's responses to the conditions in which he finds himself, across time periods
- ❖ Identify the periods of ancient history and major characters of the period
- ❖ Become familiar with the map of the ancient world and the seeds of modern conflicts

WEEKLY COURSE WORK:

1. Readings: approximately 50 pages per week
2. Accompanying study guide questions
3. Weekly papers; topics are listed in the Course Plan. These papers should be 1-2 pages type-written, size 12 font, double-spaced or neatly handwritten in cursive. Each paper should be comprised of a strong introduction, body, and conclusion. See the *Weekly Paper Topics Answer Guide* for assessment and grading guidelines.
4. Audio lectures, from Kolbe Academy Classics conference
5. Key Points sections highlight the most important concepts that the student should know and consider.
6. Three-Part Exams: given at the end of each semester in order to assess the student's understanding and retention of material and concepts. These tests along with the test answer keys are provided in the Course Plan packet.
7. Students seeking Honors for this course must complete the readings, weekly papers, assignments, and exams in their totality and as laid out in the course plan.

SKILLS TO BE DEVELOPED:

- Knowledge of Ancient Roman history and Rome's influence on the world
- Memory
- Ability to relate the events of one's own age with the events of history
- Ability to formulate and effectively communicate, both in writing and speaking, a clear, logically-sound argument

DIPLOMA REQUIREMENTS:

Summa Cum Laude students must complete the entire Kolbe Academy proposed curriculum as written. Summa students must fulfill the requirements for the Kolbe Core (K) or Kolbe Honors (H) course as outlined in this History course plan. In 9th grade, **Summa** students must pursue the (H) designation in at least one of the following courses: Theology, Literature, or History. In 10th grade, **Summa** students must pursue the (H) designation in at least two of the following courses: Theology, English, Literature, or History. In 11th grade, **Summa** students must pursue the (H) designation in at least three of the following courses: Theology, English, Literature, or History. In 12th grade, **Summa** students must pursue the (H) designation in all of the following courses: Theology, English, Literature, and History. **Magna Cum Laude** and **Standard** diploma candidates may choose to pursue the (H) or (K) designation, but are not required to do so. If not pursuing either of those designations the parent has the option of altering the course plan as desired. **Magna Cum Laude** students must include 3 years of History in high school; include 1 year of World History and one year of American history. **Standard** diploma students must include 3 years of History in high school, including 1 year of World History and one year of American history.

KOLBE CORE (K) AND HONORS (H) COURSES:

- ❖ Students pursuing the **Kolbe Core (K)** designation should do the readings. **Kolbe Core students need to complete at 4 of the 14 weekly papers each semester**; they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ Students pursuing the **Kolbe Honors (H)** designations must do all of the readings. **Honors students need to complete 8 of the 14 weekly papers each semester**; they should have discussions or write informal essays in response to the rest of the weekly paper topics as these are major themes and will appear in some way on the final exam.
- ❖ For students who are not seeking either the Kolbe Core (K) or Honors (H) designation for this course, parents may alter the course as they so desire.

REQUIRED SAMPLE WORK:

Designation *		K	H
Course Title	World History II: Ancient Rome	World History II: Ancient Rome	World History II: Ancient Rome
Semester 1	1. Any Two samples of written work	1. <i>Complete</i> Midterm 1 Exam 2. <i>Complete</i> Semester 1 Exam	1. <i>Complete</i> Midterm 1 Exam 2. <i>Complete</i> Semester 1 Exam 2. EIGHT Paper Topic Essays
Semester 2	1. Any Two samples of written work	1. <i>Complete</i> Midterm 2 Exam 2. <i>Complete</i> Semester 2 Exam	1. <i>Complete</i> Midterm 2 Exam 2. <i>Complete</i> Semester 2 Exam 2. EIGHT Paper Topic Essays

*Designation refers to designation type on transcript. K designates a Kolbe Academy Core course. H designates a Kolbe Academy Honors course.

The Kolbe academic advisor will verify that the required work was completed successfully and award the Kolbe Core (K) or Honors (H) designation. The Kolbe academic advisor has the final decision in awarding the designation for the course. **If no designation on the transcript is desired, parents may alter**

the lesson plan in any way they choose and any written sample work is acceptable to receive credit for the course each semester. If you have any questions regarding what is required for the (K) or (H) designations or diploma type status, please contact the academic advisory department at 707-255-6499 ext. 5 or by email at advisors@kolbe.org.

SCOPE AND SEQUENCE:

I. Rome: Kingdom and Republic (753-27 BC)

FIRST SEMESTER

1. Livy, *Ab Urbe Condita* (*The History of Rome from Its Foundations*. Published by Penguin as *The Early History of Rome* and *The War with Hannibal*). Livy's work is a repository for myths and legends about the founding of Rome. It was written to spur patriotism and public morality. Books I-V give the stories of Romulus and Remus, Cincinnatus, and other important Romans. Books XXI-XXX tell the gripping story of the Second Punic War, which Rome won to cement its hegemony in the Mediterranean. The course plan provides for reading of Books I-III (The Early History of Rome), Books XXI-XXIV, and XXVI-XXX (The War with Hannibal).

2. Livy, *Ab Urbe Condita*, The War with Hannibal, continued

3. Plutarch, *Makers of Rome* from *Parallel Lives*

This is another selection from the same source as *The Rise and Fall of Athens* used in the Ancient Greek History course. Many of these were the sources for Shakespeare's plots.

II. The Roman Empire (27 BC-476 AD)

SECOND SEMESTER

1. Plutarch, *Makers of Rome*, continued

2. Tacitus, the *Annals*

Tacitus' history of the reigns of Tiberius, Caligula, Claudius, and Nero records a rising tide of decadence and irresponsible absolutism. Parallels with modern totalitarianism and the present-day U.S.A. are many.

3. St. Augustine, *De Civitate Dei* (*City of God*).

The monumental apologetic defending Christianity from charges that it brought about the decline of Rome, a view held into the modern age. St. Augustine's work also exerted enormous influence on the character of medieval Christianity. Books I-IX are included on the course plan (except books VI and VII), but the whole work can be fruitfully read again and again.

SUPPLEMENTAL MATERIALS:

- Carroll, Anne, *Christ the King, Lord of History*. TAN Books: Illinois, 1994
- Julius Caesar, *The Gallic War*: A much-studied military handbook, as well as a picture of Rome in transition from republic to empire. (Especially good in Latin for intermediate Latin students.)
- Carroll, Warren, *The Founding of Christendom*. Chapters 10-14: Roman history from 301 to 4 BC, ending with the Incarnation of our Lord. Chapters 15-20: Roman history from 4 BC to 324 AD, when the age of persecution ended and Christianity became the imperial religion.

- Tacitus, *The Histories*: The Histories extends Tacitus' chronicle of Rome and her emperors through the pivotal year 69 AD. The conclusions about morality and public life are clear and essential.
- Scullard, H.H., *From the Gracchi to Nero* (Routledge).
- Starr, Chester, *History of the Ancient World* (Oxford Univ. Press). Excellent for historical background.
- Grant, Michael, *History of Rome* (Prentice-Hall).
- Carroll, Warren, *The Building of Christendom*. Chapters 8, 10: The rise of Islam and its early wars against Christendom.
- Adkins, Lesley, Adkins, Roy, *Handbook to Life in Ancient Rome* (Oxford University Press). Presents all aspects of pagan Roman history and life, as well as limited entries on early Christianity. An accessible reference book for the student of ancient Rome.
- Much material on the history of the late Roman empire, as well as portions of the writings of St. Augustine, St. Gregory of Tours, and Charlemagne, can be found in Readings in Church History, ed. C. Barry (Christian Classics).

COURSE TEXTS:

AUGUSTINE	❖ St. Augustine: <i>City of God</i> . Tran. H. Bettenson. Penguin Books: London, 1972, 2003.
LIVY EH	❖ Livy: <i>The History of Rome from Its Foundations: The Early History of Rome</i> . Tran. Aubrey De Sélincourt. Penguin Books: London, 1960, 2002.
LIVY WH	❖ Livy: <i>The History of Rome from Its Foundations: The War with Hannibal</i> . Tran. Aubrey De Sélincourt. Penguin Books: London, 1965.
PLUTARCH	❖ Plutarch, <i>Makers of Rome</i> . Trans. Ian Scott-Kilvert. Penguin Books: New York, 1965.
TACITUS	❖ Tacitus: <i>The Annals of Imperial Rome</i> . Tran. Michael Grant. Penguin Books: London, 1996.
CLASSICS	❖ King, Abigail. <i>Classics Conference Roman Era</i> . Kolbe Academy Press: Napa, 2002. (This flash drive contains the Roman audio files assigned in the course plan. Optional, unless earning the Honors designation for the course or the Summa diploma. For students planning on taking both Greek and Roman history, a flash drive with a combined set of the Greek and Roman audio files may be purchased in the bookstore.)
AUG	❖ <i>Kolbe Academy Study Guide to St. Augustine</i> . Kolbe Academy Press: Napa, 2014.
LIVY EH	❖ <i>Kolbe Academy Study Guide to Livy's Early History of Rome</i> . Kolbe Academy Press: Napa, 2006.
LIVY WH	❖ <i>Kolbe Academy Study Guide to Livy's War with Hannibal</i> . Kolbe Academy Press: Napa, 2014.
PLUT	❖ <i>Kolbe Academy Study Guide to Plutarch</i> . Kolbe Academy Press: Napa, 2014.
TAC	❖ <i>Kolbe Academy Study Guide to Tacitus</i> . Kolbe Academy Press: Napa, 2006.
MLA	❖ <i>MLA Handbook Eighth Edition</i> . Modern Language Association of America, 2016.

A GREATLY ABBREVIATED CHART OF AGES, DATES AND EVENTS(DATES BEFORE 600 BC ARE APPROXIMATE; AUTHORS ARE IN PARENTHESES) ¹

	1250BC-900 BC	A breakdown occurs in settlements in Greece, and Mycenaean culture is destroyed. The Trojan War probably takes place about 1200 BC.
The Kingdom; The Expulsion of Tarquin; The Republic is established	900-478 BC	The Etruscans settle in Italy. Rome's traditional date of founding by Romulus and Remus is 753 BC. The Roman kingship is established and rules until approx. 510 BC, when Tarquin Superbus was expelled and the Republic was established. Rome fights for and gains control of Latium.
	478-403 BC	The Struggle of the Orders takes place between the plebians and the patricians, and the office of tribune is created to resolve class strife. The Law of the 12 Tables is created so that the plebians can more fully understand the laws of the city.
	403-323 BC	Rome expands her domination over Italy.
The Punic Wars	323-146 BC	By 265 BC Rome has control of Italy. The city turns its ambitions to expanding its Empire further abroad. In 264, these imperial ambitions lead to conflict with Carthage, and the first Punic War takes place. The Second Punic War occurs in 218, and Carthage is finally defeated in the Third Punic War in 146 BC.
	146-82 BC	The Gracchi brothers introduce their land reforms, and Tiberius Gracchus is murdered. Marius becomes consul and holds this office for numerous successive terms (though this was not allowed). He fought with Sulla in the Social Wars, but the two men eventually struggle for control of Rome. Sulla marched on Rome in 88 BC—the first time that a Roman marches on Rome with a Roman army. Sulla becomes permanent dictator.
	82-49 BC	Sulla retires from political life after inflicting a reign of terror upon the Romans. Caesar, Pompey and Crassus form the First Triumvirate (Livy born: 59 BC).
	49-44 BC	Caesar crosses the Rubicon and civil war is declared between Caesar and Pompey. Pompey is defeated at Pharsalus. The Republic is effectively ended.
	44-31 BC	Julius Caesar is assassinated; the Second Triumvirate is formed by Octavius (Augustus) Caesar, Antony and Lepidus. Thirteen years of civil war occur during this time, until Antony and Cleopatra are defeated at the Battle of Actium (31 BC).

¹ Dates and events taken from the Introduction to *The Early History of Rome*, R.M. Ogilvie, <http://ancienthistory.about.com/od/timelines/>, and http://en.wikipedia.org/wiki/List_of_Roman_Emperors.

The End of the Republic and Beginning of the Empire; Julio-Claudian Dynasty Begins.	31 BC-14 AD	Octavius is made emperor and is given the name "Augustus." The Golden Age of Latin Literature is at this time, and the "Peace of Augustus" begins. The Birth of Our Lord occurs during the reign of Augustus.
	14-68 AD	Reigns of Emperors Tiberius, Caligula, Claudius and Nero (Plutarch born: 46 AD; Tacitus born: 55 AD)
Year of the Four Emperors	68-69 AD	Reigns of Emperors Galba, Otho, Vitellius and Vespasian
Flavian Dynasty	69-96 AD	Reigns of Vespasian, Titus and Domitian
The Five "Good" Emperors	96-180 AD	Reigns of Nerva, Trajan, Hadrian, Antoninus Pius, and Marcus Aurelius (Verus and Commodus were co-emperors with Marcus Aurelius at various times)
	180 – 192 AD	Reign of Commodus
The Severan Dynasty	193- 235 AD	Reigns of Septimius Severus, Caracalla, Publius Septimius Geta, Macrinus, Diadumenian, Heliogabalus, and Alexander Severus
The Crisis of the 3rd Century	235-284 AD	Rome encounters economic collapse and internal and external strife. The Empire was ruled by 20-25 rulers during this unstable period.
The Tetrarchy and Constantinian Dynasty	284-364 AD	Emperor Diocletian divides the Empire into Eastern and Western portions. A ruler with the title "Augustus" rules each part with the assistance of a "Caesar." Thus the rule of the Empire was divided between four men. Constantine the Great began his rule in 307 and legalized Christianity in 313 AD (St. Augustine born: 354 AD). Note: this era is studied in detail in the Kolbe Church History I course.
	410 AD	Rome is sacked by the barbarians.
	476 AD	The Western Roman Empire falls.

COURSE PLAN METHODOLOGY: Parents should use the teacher editions of the study guides for guidance and answers for the topics and questions in the Key Points section each week. The study guide questions can be completed by the student during the week as he reads the material, unless otherwise noted.

◆◆◆ FIRST SEMESTER ◆◆◆

OPTIONAL KOLBE SOPHOMORE WELCOME WEEK				
CLASSICS	CD 1 CD 10 CD 9 LECTURE 2	<ul style="list-style-type: none">⊕ Introduction to the Classics (for Student & Parents)⊕ Introduction to the Romans (for Student & Parents), Track 1, all⊕ Teaching Classics & Assignments (for Parents)		
Christ the King, Lord of History	Chapter One Chapter Six	<ul style="list-style-type: none">⊕ What History Is All About (Optional)⊕ The Achievement of Rome (Optional)		
LIVY EH	Introduction, 1-6 12-25 maps	<ul style="list-style-type: none">⊕ Livy's life and work⊕ Livy and the history of early Rome⊕ Maps, pp. 438-440.		
Study Guide	LIVY EH	Welcome Week Questions on Livy's life and work		
➔ Key Points The Classics Conference CDs provide an excellent introduction to study of the classics. Important concepts to understand laid out therein are the Roman ideas of:				
<table><tr><td><ul style="list-style-type: none">⊕ Pietas, a sense of duty and self-sacrifice towards family, city and gods⊕ Augury and superstition as central to Roman religion. Romans often turned to various practices to discern the future: watching the flight patterns of birds, opening and examining the internal organs of animals.⊕ Fatum, fate, or literally that which is uttered by the gods. The student will be somewhat familiar with this idea from Roman Literature as well.⊕ Virtus, manliness or courage⊕ Stoic self-control and suppression of emotion⊕ Imperium, empire or ruling authority, and the idea that Rome is destined to rule the world⊕ Expansionism and the Roman flaw of "libido dominandi," or lust for conquering⊕ Desire for earthly glory and the fame of Rome. Note the relationship between pietas and libido dominandi.⊕ Violence as an essential part of the Roman founding and a recurring element of Roman history (Mars is the father of Romulus and Remus, and a patron god of the city)⊕ The Romans even seem to conquer nature itself on numerous occasions.</td><td><ul style="list-style-type: none">⊕ The East vs. West conflict: continued through the conflict of Carthage vs. Rome⊕ Suicide as an honorable end of life and the Christian response to this view, especially as seen in St. Augustine's writings⊕ Hatred of "kings" and love of liberty. Even when the Empire replaced the Republic, the emperors were careful not to call themselves kings—though they were in fact absolute monarchs.⊕ The relationship between the patricians and the plebians, especially during the era of the Republic, when there was strife between these two classes⊕ The series of Roman foundings: Aeneas, Romulus, Numa all as founders in different senses⊕ The progression of Roman political history from Kingdom to Republic to Empire⊕ Unity: Roman geographical and governmental unity, as contrasted with the Greeks' individuality and strife between Greek peoples⊕ The Roman skill at organizing cities, nations and the whole empire. Roads are built, the seas are made safe from piracy, and Latin and Greek become the common languages of the civilized world. All of these advances facilitated the expansion of Christianity.</td></tr></table>			<ul style="list-style-type: none">⊕ Pietas, a sense of duty and self-sacrifice towards family, city and gods⊕ Augury and superstition as central to Roman religion. Romans often turned to various practices to discern the future: watching the flight patterns of birds, opening and examining the internal organs of animals.⊕ Fatum, fate, or literally that which is uttered by the gods. The student will be somewhat familiar with this idea from Roman Literature as well.⊕ Virtus, manliness or courage⊕ Stoic self-control and suppression of emotion⊕ Imperium, empire or ruling authority, and the idea that Rome is destined to rule the world⊕ Expansionism and the Roman flaw of "libido dominandi," or lust for conquering⊕ Desire for earthly glory and the fame of Rome. Note the relationship between pietas and libido dominandi.⊕ Violence as an essential part of the Roman founding and a recurring element of Roman history (Mars is the father of Romulus and Remus, and a patron god of the city)⊕ The Romans even seem to conquer nature itself on numerous occasions.	<ul style="list-style-type: none">⊕ The East vs. West conflict: continued through the conflict of Carthage vs. Rome⊕ Suicide as an honorable end of life and the Christian response to this view, especially as seen in St. Augustine's writings⊕ Hatred of "kings" and love of liberty. Even when the Empire replaced the Republic, the emperors were careful not to call themselves kings—though they were in fact absolute monarchs.⊕ The relationship between the patricians and the plebians, especially during the era of the Republic, when there was strife between these two classes⊕ The series of Roman foundings: Aeneas, Romulus, Numa all as founders in different senses⊕ The progression of Roman political history from Kingdom to Republic to Empire⊕ Unity: Roman geographical and governmental unity, as contrasted with the Greeks' individuality and strife between Greek peoples⊕ The Roman skill at organizing cities, nations and the whole empire. Roads are built, the seas are made safe from piracy, and Latin and Greek become the common languages of the civilized world. All of these advances facilitated the expansion of Christianity.
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Discuss the ideas above that dominated Roman thought and culture.

- ⊕ What are the Classics? [a) anything pertaining to Classical Civilization – the Greeks and Romans, and b) in a more general sense, from the class of the best (Louise Cowan).]
- ⊕ Why study the classics? [a) backbone of Western civilization, b) backdrop for Christianity, c) develop critical thinking, logic and judgment (separate the wheat from the chaff), d) develop language and communication skills, e) develop comprehension and memorization abilities.]
- ⊕ How should one approach studying history?
- ⊕ Make sure to reference the maps on pages 438-440 as you read and pay attention to the location and interaction of each people discussed.
- ⊕ Study the timeline in the course plan (pp. 5-6) now and throughout the course. Each week you can add important figures and events to it.
- ⊕ It is helpful to create a chart as you read about the various civilizations, the sequences of rulers and the interactions between them in order to keep them straight.
- ⊕ Livy's dates: 59 BC- 17 AD
- ⊕ Livy's full name (Titus Livius) and native city (Padua)
- ⊕ His attitudes towards Rome, the Romans, and history

Notes

WEEK 1

CLASSICS	CD 11 CD 13	Track 1-20:50. Track 1, all.
LIVY EH	Book I	Livy's view of writing history. His particular task. Aeneas' Wanderings. The earliest kings. The rape of the Sabine women. Romulus and Remus. Romulus' death. Numa. Tarquin's career. The rape of Lucretia. Brutus' vow of revenge. The establishment of the consulate.
Study Guide	LIVY EH	Week One Questions
Paper Topic	Explain the role of violence and that of the rule of law in the founding of Rome. Pay particular attention to the career of Romulus. Which predominates: violence or order? How and why?	

→ Key Points

In addition to the biographical information that was provided in the Welcome Week, the student should know the Latin title of Livy's history, *Ab Urbe Condita*, as well as its English translation: *From the City's Foundation*.

Livy begins his history in the same way as Herodotus and Thucydides began theirs: with an introduction that outlines the historian's aims and view of history. Livy, like Thucydides, sees moral value in studying history. Human nature does not change, so by reading about the lives of people and the decisions that people make, one can hopefully learn to imitate the good examples and avoid the bad. Livy believes that Rome is great, but his love and admiration of Rome is tempered by the fact that the Romans of his own generation are living immoral and degenerate lives. His era is one where people are in love with death and "can neither endure our vices nor face the remedies needed to cure them" (Book I preface). He hopes that his presentation of Rome's history, from its humble beginnings to its success as an empire, will lead people to undertake moral reform.

Livy begins his history of Rome with a tale with which the student will be familiar from readings in

Greek Literature: the arrival of Aeneas and establishment of the Trojans in Italy. While Aeneas is considered the founder of the Roman people, it is interesting that he does not actually found Rome. Rather, he names his new town Lavinium, after his new wife. He rules his people until he dies, and he is then revered as divine: the local Jove. It is interesting to see this blurring of the line between divine and human which, as Livy says, he is not uncomfortable with as a historian.

Ascanius, son of Aeneas, went on to found Alba Longa. A series of kings ruled after him until the rule fell to Numitor, the eldest of two brothers. Numitor's rule was taken away from him by his brother, Amulius, and his sons were killed by the power-hungry usurper. Rhea Silvia, daughter of Numitor, was allowed to live, but she was forced to become a Vestal Virgin, so as to ensure that Numitor would have no further heirs.

Rhea Silvia, as the story goes, was then raped by Mars. She conceived twin boys, Romulus and Remus. Amulius, furious, ordered that the boys be drowned. The men who were entrusted with this task did not make sure that the Tiber River took the boys away. The boys were thus left, after flood waters had receded, upon dry ground. A she-wolf then heard their cries and nursed and licked them. This she-wolf, with Romulus and Remus sitting under her, has become the emblem of Rome.

The boys were then found by Amulius' herdsman and were raised as his own. As they grew up, however, it became clear that their background was nobility. Numitor eventually found out that his grandsons still lived and, with the help of Romulus and Remus, Amulius was killed and Numitor was restored to the throne.

The twins decided that they would found their own city on the site where they were first found by the she-wolf. Contention between brothers soon arose, however, out of jealousy and ambition. Like Numitor and Amulius, Romulus and Remus soon became enemies for the kingship of their city. In a struggle, Remus was killed, and Romulus named his new city Rome. Rome's legendary date of founding is 753 BC.

Rome really underwent a series of "foundings": while Romulus, its first king, provided Rome with its physical founding and led Rome in military affairs successfully, he did not provide enough of a religious and legal foundation for his city. The earliest Romans were refugees and impoverished people from other places; strong laws and religion were needed to guide this rag-tag bunch. Romulus' successor, Numa, was the king who gave the Romans their religious founding. He established many of the Roman religious rites and priesthoods, and "remained the jealous guardian of peace even more than of power" (I.22). By the influence of Numa, Rome was civilized and order was instilled.

The Romans found, however, that their city needed one basic element in order to survive: people. While Rome had an abundance of men, not many women had come to this new settlement. While Romulus was still king, he devised a plot to secure wives. The neighboring peoples had refused to marry their daughters to the Romans. Romulus invited these people to a festival and, at a key point, had the unmarried women seized and taken away. The parents were outraged, as, of course, were the girls. Over time, the women agreed to their roles as wives and mothers to the new generation of Romans. The majority of these women were Sabine, and thus the event came to be called the Rape of the Sabine Women. This event highlights two problems (at least!) with Rome: the city seems, from its very start, to be fighting against nature itself. Something like population growth should happen naturally, yet Rome must rely upon an act of violence in order to secure its future. Also, the role of women in Rome is highlighted in Livy's work on numerous occasions: Roman women must, we learn, stoically accept their fate and be willing, as their husbands are, to offer all things for the good of Rome.

The monarchy continued until the reign of Lucius Tarquinius Superbus: Tarquin the Proud. Tarquin, unlike his predecessors, did not rule with clemency and justice. He had not been elected legitimately,

and so he ruled by fear. When his son, Sextus Tarquinius, raped a noble and virtuous Roman woman, Lucretia, the act proved to be the end of Tarquin's rule. Lucius Junius Brutus, who had disguised his own feelings and character in order to save his own life during Tarquin's brutal rule, led an uprising against Tarquin the Proud. He was accompanied by Lucretia's husband, Lucius Tarquinius Collatinus. Tarquin, his wife and his children were driven out of Rome, and the monarchy was over. From this point until the reign of Augustus Caesar, Rome would be a republic.

The sad tale of Lucretia is a good point of discussion for the incomplete grasp that the Romans had on virtue. Sextus Tarquinius had threatened Lucretia with death, but this did not compel her to give in to his demands. It was the loss of honor which finally compelled Lucretia to give in to the man's evil intentions. He threatened that he would kill her and make it look as if she had been having an affair with one of the slaves. This loss of esteem in the eyes of her family and fellow Roman was what compelled Lucretia to give in. She later committed suicide, insisting that she die so as to provide a example to unchaste women.

Lucretia's case has been discussed much through the ages, and the Romans, for whom suicide was an honorable end of life, held her up as an ideal of womanly virtue. St. Augustine commented on her situation in his *City of God*. While the student will read this passage in the second semester, it is definitely worthwhile to comment on it here. St. Augustine first stresses that a Christian woman would not have given in, even if her honor were threatened. Roman women esteemed their reputation above life itself; a Christian woman would know that even if everyone else impugned her good name, God would know the truth. Finally, even if she were assaulted, a Christian would never commit suicide. There were Christian women who, during St. Augustine's time, were suffering as Lucretia had. St. Augustine stresses that they are guiltless, while their attackers bear all of the burden of the guilt. These women know that suicide would mean the taking of a life for a crime that was not committed, and that they would be acting on their own will, not God's.

With Tarquin and his family expelled from Rome around 510 BC, the monarchical era of Roman history came to an end. The Romans would always associate monarchy with Tarquin's terrible rule, and would thus always hate the title "king."

Discuss:

- The fact that the early history of Rome is founded upon tales of family members killing one another: Amulius killing Numitor's children, Romulus and Remus killing Amulius, Romulus killing Remus, Tullia killing her father and sister, and Lucius killing his brother. Can you detect a single reason why all of these murders would be committed? Does this trend signify anything for Rome?
- The student should memorize the names of the seven hills of Rome. All of them can be located on the map in the student text. The names of the hills are: the Aventine, Caelian, Capitoline, Esquiline, Palatine, Quirinal, and the Viminal.
- The parallels that have been made from the time of the founding of America between Rome and America. Can you point out any specific similarities?
- The role of law, both religious and civic, in Rome. Can laws change people, and can laws make people virtuous?
- Discuss the character of Lucretia, and make sure that the student understands how Lucretia's Roman sense of honor led her to make the wrong decisions.
- What role did Lucius Junius Brutus play in the expulsion of the Tarquins? Why was he called Brutus, "Dullard"?
- Note how frequently tales of augury or signs come into play in Roman history. What does this reveal about the Romans?

- The student should know the dates for the founding of Rome and the approximate date for the expulsion of the Tarquins.
- The role of the Sabine women. Does Livy's explanation of the women's feelings sound believable to you? In what way do the Sabine women save both their husbands and their fathers and brothers?
- How does Rome manage to expand so quickly?

Notes

WEEK 2		
LIVY EH	Book II	Brutus' execution of his sons. Horatius at the bridge. Mucius Scaevola. Menenius Agrippa's belly comparison. Coriolanus' exile. Coriolanus dissuaded from attacking Rome by his mother.
CLASSICS	CD 11	Track 1 20:50- 32:40
Study Guide	<i>LIVY EH</i>	Week Two Questions
Paper Topic	You are a member of the revolting "plebs." Write a reply to Menenius Agrippa's analogy.	

➡ Key Points

The next era in Roman history details the foundation of the Roman republic. The transition is a bit of a shaky one; Roman leaders repeatedly have to prove to the people that they are not plotting to become kings, so terrible is the memory of Tarquin's leadership. Threats to the Roman republic will be perceived through Cicero's time. Yet another struggle that will characterize this era, however, is the fickle nature of the Roman plebs and the class strife between them and the patricians. The patricians, who made up Rome's nobility, were originally supposed to take on a paternal role (hence "patrician," from the Latin pater) towards the people; they were to take care of and look to the needs of the people. The people, in return, gave their obedience and service to the patricians and the city. As the 5th century BC progresses, each class stops performing their duties towards the other. The patricians become more concerned with their own power and advancement, while the people, suffering because of extensive military service, debt and hunger, will revolt against patrician rule. The patricians, fearful of the violence and damage to the city that the people can cause through their inactivity, will then give in to material demands that the people make. These goods are given only as bribery: the senate hopes to pacify the people, and the people come to expect material gain from the intimidated patricians. The genuine class problems in Rome are finally quelled by a sort of "band-aid" solution: the creation of the tribunes, popular representatives of the people. The tribunes are chosen from the plebian class, and work to protect the people against the consuls. While the intercessory role of the tribunes does help to alleviate the class problems at Rome, the basic problem of the breakdown of class duty still remains.

The various characters that are presented during this era include Brutus, Horatius, and Mucius Scaevola. Each commits heroic acts for Rome. Once Brutus is established as consul, he soon discovers a plot to restore the Tarquins to Roman rule. Even more disturbing is the fact that his own two sons are involved in the plot. The penalty for treason is death, and so Brutus must then preside over the execution of his own sons. He does so, accepting the rule of law and refusing to exempt his sons from what the law dictates.

The Romans are then faced with a series of attacks which Tarquin leads. Having allied himself with the Etruscan king Lars Porsena, Tarquin tries to restore himself to the Roman throne. Porsena's forces launch an attack at Rome's weakest point: a wooden bridge over the Tiber river. Horatius, urging his fellow soldiers back, defends the bridge single-handedly. When the bridge collapses due to the weight of the Etruscan soldiers, Horatius survives, and he is hailed for his "virtus."

Despite Horatius' courageous stand at the bridge, Porsena still managed to besiege Rome. As food grew scarce within the city's walls, a Roman named Gaius Mucius approached the senate with a plan. He then went to the camp of Lars Porsena and, intending to kill Porsena himself, killed Porsena's secretary. When threatened with being burned alive, Mucius thrust his right hand into the flames without flinching. He then told Porsena that there were 300 other Roman youths who, like him, were ready to kill Porsena. Porsena was shaken, and Mucius was honored by the Romans by the name "Scaevola"- the Left-Handed Man. His stoic disregard of pain and his willingness to suffer for Rome

make him a true Roman hero.

Rome continued to fight and be challenged by the neighboring peoples. The Etruscans, Sabines, Latins, and others gradually were subdued by Rome and became part of her rule in Italy. Nevertheless, Rome often had to face external threats, as well as the aforementioned internal class strife. In the conflicts with the neighboring peoples, plebians were going off to war and leaving their crops untended or open to destruction by the enemy; then, when they would return, they would have no income. Forced to take out large loans that they could not repay, the plebians would have to surrender everything—including themselves—to their creditors. The plebians grew angry and understandably outraged. The crisis escalated until the plebians left Rome and camped out on the Sacred Mount. The senate panicked; if there were an invasion, then they would have no troops to defend the city. They sent Menenius Agrippa, one of the senators and a gifted speaker, to talk to them. Menenius told the plebians a tale of the human body: the limbs and body parts, perceiving that the belly seemed to do nothing, decided to revolt against it and not give it food. The body parts quickly learned that the belly's job was to distribute nourishment to all of them. So the people, the body parts, should realize that the senate, the belly, distributes what is needed, so long as the people continue to work. The story persuaded the people to enter negotiations, and a new office was created: the tribune of the people.

Attacks by the Volscians continued, and a young noble by the name of Gaius Marcius bravely led the Romans in the attack against the Volscian city Corioli. After defeating the city, he was given the honorary title of Coriolanus. While Coriolanus was a hero, he did not have good relations with the plebians. He acted haughtily towards them and did not approve of the creation of the office of tribune. The people were encouraged by the tribunes to oppose Coriolanus, and when he was summoned by the tribunes and failed to appear, he was exiled from Rome. Coriolanus was filled with a great hatred for the tribunes and the people that they led like sheep and stirred up for their own personal gain. He allied himself with Attius Tullius, the Volscian leader, and prepared to attack his native city. Rome was saved in the end by Coriolanus' mother and wife: they went to him in his camp, and, with his children in tow, beseeched him not to attack Rome. He agreed, and later died.

Discuss:

- The difficulties of this era: the suspicions that people still have about their leaders desiring monarchy; the external threats that continually take place as various peoples challenge Rome's authority; the internal strife that takes place between the patricians and the plebians.
- What would the Catholic Church say about the situation with the plebians and the patricians? (Consult the Catechism, 1928-1938 for help).
- Do you agree with Menenius' belly story? What would you add or take away from it?
- Summarize the virtues that men like Horatius, Mucius Scaevola, Brutus and Coriolanus exhibit.
- Why were the tribunes established? Do you see any troubling patterns taking shape in the ways that the tribunes, people and patricians interact?
- How often do you see women playing a role in saving Rome? Summarize how each case is similar or different.
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Notes

WEEK 3		
LIVY EH	Book III, Chapters 1-58	The dictatorship and humility of Cincinnatus. Appius Claudius and Verginius.
Study Guide	LIVY EH	Week Three Questions
Paper Topic	With reference to the stories of Lucretia and Verginia, describe the place of women in pre-Christian Roman society.	

↪ Key Points

Book Three continues with the “old cycle” of external attacks and internal class strife. While Rome faced periodic attacks by the Volscians and Aequians, proposals for social and political reform caused upheaval within Rome. One of the most contentious reforms that was proposed more than once was that of agrarian legislation. When Rome captured enemy territory, the seized property became public lands. These lands were controlled by the patricians, and so plebian access to them was limited. Agrarian reform aimed at giving the plebians parts of these lands for farming, thus taking it out of patrician control. Agrarian reform became, of course, another inflammatory class-related issue.

The two classes battled over agrarian reforms and proposed reforms of consular power. In a trial that relied upon perjured evidence, the influential noble Caeso was found guilty of murder. When he fled Rome, his father, Cincinnatus, was forced to pay his son’s bail money. With no resources left, Cincinnatus retired to a small farm on the banks of the Tiber.

Rome soon found itself attacked from the outside and without firm leadership on the inside. The consul Nautius decides that Rome needs a dictator. The dictator’s role in Rome was different from what we think of as a dictator: he was chosen in a time of emergency to *temporarily* lead the Romans. The man whom the Romans choose to lead them as dictator is Cincinnatus.

Cincinnatus agreed to lead Rome, leaving behind his farm and donning his toga. He successfully delivered Rome from its difficult military situation and then, after only fifteen days, resigned and went back to his farm. Cincinnatus’ humble service to Rome and his refusal to be affected by the power that he had as dictator made him an example of Roman virtue.

Unfortunately not all of Rome’s leaders were as humble or honest as Cincinnatus. With debates about consular power still raging at Rome, the Romans decide to form a Board of Ten—also known as the *decemvirs*—an ultimate authority that would reduce Roman law to a written code. The decemvirs did encode and simplify Roman law, thereafter known as the Law of the Ten (or even later, Twelve) Tables. These laws were then placed in public so that all could read them and comment upon them. The decemvirs thus effectively performed the duties that were required of them.

The time came to elect a new Board of Ten, and everyone saw that Appius was campaigning hard for a position among the decemvirs. When he was elected and managed to arrange for the election of his allies, the Romans soon saw what plans he had. Each of the decemvirs appeared in public with lictors who bore rods and an axe (the *fascis*), the tribunate was suspended, and all Romans were outraged at the deprivation of freedoms that they witnessed. The second set of decemvirs were called ten Tarquins, and Rome realized that it was living under tyranny.

Among the many transgressions of this second set of decemvirs was the treatment of Verginius and Verginia. Appius took a liking to Verginia, the daughter of Verginius. While Verginia was a chaste girl who was engaged to another, Appius did not allow these facts to stop his desires. He and his lackey Claudius invented a story that Verginia had been taken from Claudius’ home when she was a baby, and was actually his slave. Appius then presided over the case and decided, much to the outrage of all, that Verginia was Claudius’ slave. Verginius knew the immoral reasons for Appius’ conduct, and, not wanting his daughter to lose her honor, killed her in public. Like Lucretia, Verginia died in order to preserve the Roman sense of honor. Also, like Lucretia’s death, Verginia’s death became symbolic of

and the catalyst for the destruction of tyranny. The decemvirs were eventually forced to resign and Appius, unwilling to face trial for his deeds, committed suicide. The tribunate was then restored and the rights (especially the right of appeal) that the people had enjoyed before were restored.

Discuss:

- Talk about the two sides of agrarian reform. Why do you think agrarian reform became emblematic of the class struggles at Rome?
- George Washington is often compared to Cincinnatus. If you need to, do a little research, and then discuss why this is.
- In what ways were the decemvirs (both sets) both good and bad rulers? What do you think spurred Appius on to act as he did?
- Discuss Verginius' acts. The Roman father had the power of life and death over the members of his family, if one of his family members committed a crime. How does Verginius misuse this authority, and why do the Romans still believe that he has ultimately done the right thing?

Notes