Livy, *Ab urbe condita*

Selection of Books 1-5

*A b urbe condita* (‘From the Foundation of the City’) is the most voluminous and influential History of Rome, spanning from before her foundation in 753 BC to the times of Augustus in 9 BC. Its author T. Livius hailed from Padua in Northern Italy and was thoroughly trained as a rhetorician. While unfamiliar with the study of documentary evidence, he based his account on a rich body of previous historical scholarship in Greek and Latin, and did this so successfully that his 142 books overshadowed all earlier historical writings on Rome. Most of the later historians would write about events not yet covered by Livy, or they would confine themselves to producing short summaries of the latter’s work. As medieval scribes showed a greater interest in the abridgements, less than a third of the *Ab urbe condita libri* have been preserved in their original: books 1-10 covering the mythical beginnings to the Samnitic Wars (293 BC), and 21-45 dealing with Roman History from the Second Punic to the Third Macedonian Wars (218-167 BC). This course will focus on the author’s *Preface* to the reader and a selection of the first five books on early Rome.

| Instructor     | Professor Altay Coşkun  
|                | ML 228, ext. 38903  
|                | acoskun@uwaterloo.ca  
|                | Office hour: W 2:00-3:00, and by appointment  
| Term/Time/Location | Winter 2011 / Wed 4:00-7:00 pm / Room: HH 138  
| Pre-requisites | LAT 201 and 202  
| Required Texts | All required texts will be made available through ACE.  
| Course Requirements LAT 331 | Weekly translations, active participation incl. minor assignments .... 40%  
| Course Requirements LAT 490 | Three in-class tests ..... 60%  
| Course Requirements | Weekly translations, active participation incl. minor assignments .... 30%  
|                     | Three in-class tests ..... 40%  
|                     | Major oral presentation (with handout) or essay (10-12 pp.) .... 30%  
| Course Website | In ACE  
| Special Notes | *All* components of the course requirements must be completed in order to obtain a passing grade.  

**Learning Outcomes and Course Objectives:**

Through an in-depth study of passages from Livy, *Ab urbe condita* 1-5, the students’ ability of interpreting and translating Latin classical texts will be trained on an advanced level. They are expected to enhance their Latin vocabulary as well as their knowledge of grammar and style. Moreover, they will learn about the rhetorical and moralizing nature of ancient historiography in general, as well as about traditions of the foundation and re-foundation of the city of Rome in particular.

**Expectations in the classroom:**

Everyone in the classroom is expected to do his/her best so that we enjoy an atmosphere of mutual respect and are able to concentrate on our academic issues. If for any good reason a student thinks s/he has to enter late, leave early, or cannot attend the class at all, s/he has to seek the instructor’s permission in advance (or, if inevitable, to excuse himself/herself thereafter as soon as possible). Where appropriate, the instructor may suggest an alternative or additional assignment to make sure that the course objectives will be reached.
Contacting your instructor:

Whenever you email your instructor (acoskun@uwaterloo.ca), do not forget to mention the subject “Livy”. In times in which junk mails abound, emails without recognizable subject (and potentially unknown sender) may well be deleted without reading them. If using ACE, do not forget to tick the option of sending a copy of the email to the above-mentioned mail account. Relevant questions are welcome, but before you ask them please make sure that the answer is not already in these course outlines or in the material provided in ACE.

Test/exam regulations:

Students are encouraged to consult the University examination regulations for information about various rules governing the conduct of tests. Makeup tests/exams or alternative assignments will only be given when the student offers a documented medical reason for missing the test, exam, or deadline for the assignment respectively. Other reasons, such as travel plans, do not constitute a valid reason for being granted a makeup. It is also vital that students realize their own responsibility in informing the instructor promptly (preferably prior to missing the test/exam, but certainly no more than 24 hours after it).

University Policies on Academic Integrity and Student Discipline and Grievance:

Academic Integrity: in order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check www.uwaterloo.ca/academicintegrity/ for more information].

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please be certain to contact the department’s administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity [check www.uwaterloo.ca/academicintegrity/], to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about ‘rules’ for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties check Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Students are encouraged to check the website “Avoiding Academic Offences”. It is important for students to be aware that one may commit plagiarism inadvertently, through ignorance of appropriate citation methods, so checking this website prior to submitting a paper in any course is to the student’s advantage: http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html.

Appeals: A decision made or penalty imposed under Policy 70 (Student Petitions and Grievances) (other than a petition) or Policy 71 (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

Note for Students with Disabilities:

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.
### Tentative Lecture Schedule & Readings, Winter 2011

<table>
<thead>
<tr>
<th>Week</th>
<th>Suggestion of topics to be covered</th>
<th>Readings*</th>
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<tbody>
<tr>
<td>(3) Jan 19</td>
<td><strong>In-class test 1</strong> (translation of sections from Liv. praef. and I 1-3, and related questions, cf. Luce and Moles; 1 hr). Livy on Aeneas (continued), Trojans and Latins, the kings of Alba Longa.</td>
<td>Livy, I 2-3 Handout ‘Lines of Traditions’</td>
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<tr>
<td>(4) Jan 26</td>
<td>Livy on Romulus and Remus, and the foundation of Rome.</td>
<td>Livy, I 4-7</td>
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<tr>
<td>(5) Feb 2</td>
<td>Livy on the Rape of the Sabine Women.</td>
<td>Livy, I 9-13 Stadler on structure</td>
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<tr>
<td>(6) Feb 9</td>
<td>Livy on the Horatii.</td>
<td>Livy, I 24-26 Solodow on Horatius</td>
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<tr>
<td>(7) Feb 16</td>
<td><strong>In-class test 2</strong> (translation of sections from Liv. I 1-26, and related questions; 1 hr.).</td>
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<tr>
<td>(8)</td>
<td><strong>Reading week – no class</strong></td>
<td>Chaplin &amp; Kraus, Intr.</td>
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<tr>
<td>(9) March 2</td>
<td>Livy on Brutus, Lucretia, &amp; the end of Etruscan kingship in Rome.</td>
<td>Livy, I 56-4-13, 58-60 Joshel on Body Female</td>
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<tr>
<td>(10) March 9</td>
<td>Livy on Coriolanus.</td>
<td>Livy, II 34-35; 37-40</td>
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<tr>
<td>(11) March 16</td>
<td><strong>In-class test 3</strong> (translations of sections from Livy I-II, and questions based on all readings up to week 10; 1 hr.). Livy on Camillus and the Fall of Veii.</td>
<td>Livy, V 17, 19, 21, 32 Luce on Design</td>
</tr>
<tr>
<td>(12) March 23</td>
<td>Livy’s version of Camillus’ plead to rebuild Rome.</td>
<td>Livy, V 51-55 Cornell 1995 on Gauls</td>
</tr>
<tr>
<td>(13) March 30</td>
<td><strong>In-class test 4</strong> (translations of sections from Livy II, V-VI, and questions based on all readings up to week 12; 1 hr.). Bonus reading.</td>
<td>Livy ???</td>
</tr>
</tbody>
</table>

**Note**: All texts listed here will be made available either through ACE (Lessons) or on the reserve shelf in the Dana Porter Library. Readings by and on Livy are expected to be studied before class. In addition, a selection of tables, maps, and illustrations to support the understanding of Livy’s writings will also be used in class and offered for download in ACE.

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**Guidelines for the Preparation of Oral Presentations or Essays**

Students considering to take on a major assignment will be provided with further guidelines in due course. At any rate, they are encouraged to consult the **Essay guide for Classical Studies** composed by Professor Sheila Ager. This sets out the expectations in more detail and offers a lot of helpful examples: [http://www.classics.uwaterloo.ca/essays.htm](http://www.classics.uwaterloo.ca/essays.htm).
Select Bibliography

The **Latin text** to be used in class will be based on the version of thelatinlibrary.com, re-edited and annotated by the instructor, and made available through ACE (cf. the Readings column of the Tentative Lecture Schedule).

The most accessible **guide to Livy** is now:


This volume also offers a detailed list of scholarly editions (Oxford Classical Texts, Teubner Texts, Budé Texts, and Loeb Classical Library) plus a comprehensive bibliography of further scholarly literature (pp. 496-523).

**Required readings will be:**


**Further recommended readings are:**

Cornell, Tim J.: The Beginnings of Rome. Italy and Rome from the Bronze Age to the Punic Wars (c. 1000-264 BC), London/New York 1995. (obligatory: the chapter on the Gaulish invasion and the Roman recovery)

Copies of Chaplin & Kraus and of most of the further suggested readings have been put on reserve in the Dana Porter Library, other copies are available in the St Jerome’s Library as well as WLU and Guelph.

**Selection of General Reference Works to the Classical World:**

Brill’s New Pauly, ed. by Hubert Canziki/Manfred Landfester/Helmuth Schneider, vols. 1-16 and supplements Vols. 1-7, Leiden 2002ff. (BNP)
Der Neue Pauly, ed. by Hubert Canziki/Manfred Landfester/Helmuth Schneider, vols. 1-16 and supplements 1-7, Stuttgart 1996-2003 and 2004ff. (DNP)
Metzler-Lexikon Antiker Autoren, ed. by Oliver Schütze, Stuttgart 1997.
Paulys Realencyclopädie der classischen Altertumswissenschaften, ed. by Georg Wissowa et al., Stuttgart 1894ff. (RE or P-W = Pauly-Wissowa)
Realexikon für Antike und Christentum, Sachwörterbuch zur Auseinandersetzung des Christentums mit der antiken Welt, ed. by Th. Klauser, Stuttgart 1950ff. (RAC)

Examples of correct quotation:
Will, W.: M. Caelius Rufus [I 4], DNP 2, 1997, 902.

Try to use these works as often as possible, and compare their entries with online tools, such as Wikipedia.