

CLASSICAL STUDIES

1. RATIONALE

The subject Classical Studies has the same general aims as the classical languages, namely to facilitate as genuine an extended encounter as is possible with classical civilisation - but, in so doing, adopts an alternative approach. The principal aim of the student of Latin and Greek is study of the classical languages which are seen as the most authentic and compelling source material deriving from the classical world. Consequently the student of these languages devotes most of the learning time to attaining this primary aim of reading and understanding the languages. The student of Classical Studies, on the other hand, does not study the classical languages and so is enabled to engage in a more thorough and wide-ranging exploration of the non-linguistic areas of classical civilisation. This exploration consists of the study of ancient literary, historical, dramatic and philosophical works (in translation), and also an exploration of various aspects of classical art, architecture, archaeology, sociology, mythology and legend.

- 1.1 As a consequence of this approach to Classical Studies the student is enabled to read a considerable body of classical literature (in translation), while the student of the classical languages, in pursuit of their mastery, is normally confined to reading a limited number of classical texts in the original languages.
- 1.2 In addition, there are some students, who may not have an aptitude for a rewarding study of the classical languages, for whom Classical Studies provides a valid and stimulating alternative means of acquaintance with the classical world.
- 1.3 It is important to bear in mind that Classical Studies involves the study of both the Greek and Roman worlds.
- 1.4 The Classical Studies syllabus will dispose students positively towards the classical languages and may lead to an uptake of the languages at a later stage by those students for whom the classical world has assumed an important dimension in their educational and intellectual development.

1.5 Bearing in mind the preceding remarks, it should be observed that the subject Classical Studies takes account of the following pertinent facts:-

- Classical antiquity has bequeathed to us great works of literature and philosophy which continue to offer striking, deep and original insights into a wide range of abiding human problems and conditions.
- Many of these works have the remarkable quality of being both sublime yet accessible to pupils in the junior cycle of post-primary schooling.
- Classical art and architecture have had a profound effect on the development of all subsequent art, architecture and civic life generally.
- The Classical world portrayed in its literature, philosophy, art and architecture has the significant advantage of being a manageable microcosm, mirroring in a most convenient and compelling way the more complex society which we have today.
- Classical Studies, by facilitating a comprehensive and comprehensible view of our cultural traditions in the making, offers students a sure and stimulating insight into the foundation of their own and their societies' intellectual being.

2. AIMS

The aims of the Junior Certificate Classical Studies syllabus are:-

- (i) to enable students to acquire a knowledge and appreciation of classical civilisation through study of the literature, drama, philosophy, art, architecture, archaeology, mythology and legend, social and political life of Greece and Rome;
- (ii) to help students to acquire the attitudes and skills necessary for a critical exploration of Greek and Roman civilisation at a level appropriate to their age;
- (iii) to enable students to become aware of a common European heritage deriving from the civilisations of Greece and Rome;
- (iv) to contribute significantly to raising the general literacy level of students, particularly in the vernacular;

- (v) to contribute significantly to the development of students' creative faculties through their exposure to excellence in a wide variety of artistic disciplines;
- (vi) to make entry into the Leaving Certificate programme in Classical Studies a smooth and natural progression for students.

3. COURSE OBJECTIVES

Course Objectives list the concepts, knowledge, skills and attitudes which students should acquire and develop through this course in Classical Studies.

3.1 Concepts

Pupils will develop an understanding of the following concepts during their course of study:-

- (i) civilisation and culture;
- (ii) the notion of separate civilisations and cultures - those of the past and existing ones;
- (iii) a notion of Europe before the impact made on it by the civilisations of Greece and Rome;
- (iv) consequently, the notion of pre-history and history;
- (v) therefore, chronology;
- (vi) primary and secondary sources of information - the notion of evidence generally for what has existed or has come into being before our own time e.g. of a literary or archaeological kind;
- (vii) development of civilisation and culture - oral, written, architectural and artistic traditions;
- (viii) the present manifestations of civilisation and culture as representing earlier manifestations at a later stage of development;
- (ix) consequently, the great importance of understanding the earliest manifestations of civilisation and culture in order to obtain a compelling starting-point for the exploration of our existing cultural being;
- (x) the elementary and fundamental nature of myth and legend in ancient cultures such as in Greek, Roman and Celtic civilisation.

3.2 Knowledge

Pupils will acquire -

- (i) a good general knowledge of Greek and Roman civilisation;
- (ii) a detailed knowledge of five specified areas of Greek and Roman civilisation;
- (iii) a good grasp of the historical setting, including general chronology, of the five specified areas studied;
- (iv) a good general understanding of how aspects of our civilisation and culture derive from the classical world.

NOTE: A summary of the knowledge required of students is given in the short description of the ten prescribed topics in Section 6.2 of this syllabus, while an expanded version is given in Appendix B. Since only five of the topics may be undertaken - any two topics from the general section entitled the GREEK WORLD and any two topics from the general section entitled the ROMAN WORLD, and a further topic from either of these two sections - knowledge listed above refers only to such knowledge as should result from study of any five topics in the combination just described.

3.3 Skills

Pupils should automatically develop certain skills, such as the following, through study of the classical world as prescribed in this syllabus:-

- (i) the ability to communicate orally or in writing the various aspects of the classical world which have been studied;
- (ii) the ability to describe accurately - whether orally, in writing, or in drawings - architectural features, artefacts and archaeological remains including works of art;
- (iii) the ability to examine visual aids critically and constructively and to extract information from them;
- (iv) the ability to distinguish between primary sources (source material) i.e. inscriptional and literary remains, artefacts and architectural features, and secondary sources, which normally consist of modern exposition;
- (v) the ability to appreciate the general differences between the civilisations of Greece and Rome;
- (vi) the ability to assess the similarities and dissimilarities between modern civilisations and classical civilisation.

3.4 Attitudes

From their study of this syllabus, pupils should develop naturally certain attitudes, such as the following:-

- (i) an attitude of reliance on primary evidence as the essential raw material of the classical world which the student must submit to personal interpretation;
- (ii) an appreciation of the uniqueness of each age and civilisation;
- (iii) a desire to cherish especially the record of the classical past in its various manifestations and to feel the need to preserve and transmit it to future generations-
- (iv) an awareness and appreciation of the contribution of different individuals in creating the overall picture within this record of the past i.e. to see the classical world as a synthesis of individual contributions, changing and developing within itself.

4. SYLLABUS STRUCTURE

4.1 The syllabus in Classical Studies consists of two stages:-

Stage I: a course of study for first year which serves as a general introduction to the Classical world. (See Section 6.1 for an outline of syllabus content.)

Stage II: a two-year programme consisting of an in-depth study of a selected number of prescribed topics, upon which assessment in the Junior Certificate examination is to be based. (See Section 6.2 and Appendix 13 for details of syllabus content.)

N.B. Only the topics listed in Section 6.2 (and Appendix B), i.e. Stage II, will be formally examined in the terminal assessment of candidates, but the topics listed in Section 6.1, i.e. Stage I, form a necessary foundation to Stage II and in that way continue to inform the topics in that stage.

4.2 Three parts of Stage I (First Year) are listed here together with the recommended proportion of time to be given to each **part**:-

AREA	TIME
Part (i), <i>Geography of the Mediterranean Lands in ancient times</i>	4%
Part (ii), <i>Myths and Legends of Ancient Greece</i>	48%
Part (iii), <i>An Introduction to the Roman World</i>	48%

The fourth part of Stage I, *Historical Orientation*, should be built into the other three parts, where necessary, and not be given separate treatment. (See Section 6.1, Part (iv), for guidance on the integration of this part.)

4.3 The five topics for second and third year in Section 6.2 should, in general, be given an equal time allocation i.e. 20% to each, but there should be some flexibility in this arrangement e.g. to allow for the greater maturity of students in the third year of study.

5. LEVEL DIFFERENTIATION

- 5.1 The syllabus is offered at two levels, Ordinary and Higher.
- 5.2 The syllabus framework is common to both levels. Consequently students at both levels are enabled to work together until the end of the three year cycle.
- 5.3 Differentiation between the two levels in the terminal assessment will be carried out by examining one part in every topic - part (b) - at greater depth on the Higher Level paper.

6. SYLLABUS CONTENT

Note: Teachers are referred to the *Teachers' Guidelines* booklet for detailed advice on the treatment of topics listed in this Section. Appendix B at the end of this syllabus gives some detail on the prescribed topics in Stage II.

6.1 Stage I: Classical Studies in First Year

Part (i): *Geography of the Mediterranean Lands in Ancient Times.*

- Location of the more important centres i.e. Egypt, Crete, Mycenae, Troy, Palestine, Carthage, Athens, Sparta, Rome
a brief indication of the significance of their physical location in their
- development as centres of civilisation

N.B. In addition, relevant aspects of Mediterranean geography should be introduced concurrently with the treatment of the other parts of this Stage.

Part (ii): *Myths and Legends of Ancient Greece.*

Five of the topics given below should be covered. A story-centred approach should be used in dealing with these topics. The story, *however*, should be used as the basis for exploration and discussion of other aspects of Greek civilisation. For example, treatment of these topics could include, whenever necessary and appropriate, concurrent treatment of Greek art, architecture, literature, drama and daily life. In addition, links with the discoveries of modern archaeologists such as Schliemann and Evans should be established where possible.

N.B. Appendix A gives guidance on the treatment of part of a topic in Stage I.

The topics are as follows:-

- The gods of Mount Olympus
- Herons of ancient Greece, to include Prometheus, Perseus, Heracles, Jason
- The story of
- The Theban Cycle
- The story of the house of Atreus and the Trojan War
- The return of Greek heroes from Troy - (a) Agamemnon (b) Odysseus
- An introduction to Athens
- The journey of Aeneas - Troy ~ Carthage ~ Rome

Part (iii): *An Introduction to the Roman World*

In this part the Roman world should be explored by using topographical, monumental and literary evidence which relates to Rome. Five of the following topics should be covered:-

- (a) The foundation of Rome including
- the geographical site;
 - the foundation legends (Aeneas, Romulus and Remus, Mars)
 - archaeological evidence
 - the Tarquins (to include some treatment of the Etruscans)
- (b) Roman character, as illustrated in
- stories of early heroes such as Aeneas, Horatius, Mucius Scaevola, Brutus, Coriolanus, Cincinnatus, Camillus, Manilius
 - stories of eminent Roman women such as Lucretia, Tarpeia, Verginia, Cornelia, mother of the Gracchi
 - stories of outstanding personalities in the later Republic such as Quintus Fabius Maximus Cunctator, the Scipios, Cato the Elder, the Gracchi, Cato the Younger, Pompey, Cicero, Caesar

The notions of *pietas* and *gravitas* should be introduced and illustrated in this topic at an appropriate level.

- (c) Rome as capital of the Empire including
- an outline of its growth from city state to empire
 - geography of the Empire
 - a Roman conquest e.g. the invasion of Gaul or Britain
 - communications within the Empire
 - the Pax Romana
 - the rise of Christianity within the confines of the Empire
- (d) Roman religion including
- gods (household, public, rural)
 - associated legends e.g. the story of King Noma
 - festivals
 - sacrifices
 - marriage and burial customs
 - views on the afterlife
 - the Vestal Virgins

- (e) Everyday life in Rome including
 - the family and household
 - tiring accommodation| (domns, insula, villa)
 - forum, basilica, shops, trades and professions, motley *and commerce* generally
 - class divisions (patricians, plebeians)
 - patrons and clients
 - status of girls and women
 - slaves of town and country, Spartacus
 - time divisions of day and night

- (f) Roman education including
 - status of children
 - primary, secondary and higher education
 - schools, teachers, pedagogues
 - teaching and writing materials
 - curriculum, study of Rhetoric

- (g) Roman government and administration including
 - transition from monarchy to republic (noting long survival of Roman Republic)
 - the Senate
 - assemblies (comitia)
 - magistrates (consul, censor, praetor, dictator, tribune of the People)
 - elections
 - provincial government and administration e.g. Verres, Pilate, Pliny

- (h) Entertainment and amenities including
 - theatres
 - amphitheatres
 - aqueducts
 - baths
 - "panem et circeuses"
 - meals and diet

Part (iv): *Historical Orientation*

It is important that students should ultimately be able to see the various topics which they study in this syllabus in perspective against a broad historical background. It is therefore recommended that treatment of topics should include the gradual construction of an historical setting e.g. insertion of historical data on a wall-chart by students as study of topics proceeds.

6.2 Stage II: Classical Studies in Second and Third Year

This Stage consists of ten topics, five of which are drawn from the Greek World and five from the Roman World. The examination in Junior Certificate is based on these ten topics, five of which students should have studied - two from the Greek World, two from the Roman World, and one further topic from either the Greek World or the Roman World.

Every topic is based on the study of source material drawn from key areas of the classical world, each of which has a definite orientation e.g. philosophical, archaeological, historical, and so on, but is designed in such a way as to permit the study of various other aspects as well. This is demonstrated in the description of topics which is given in Appendix B of this syllabus. Detailed advice on treatment of topics is given in the *Teacher's Guidelines* booklet.

THE GREEK WORLD

- Topic 1: The Wrath of Achilles, based on Homer's *Iliad*, Books I, VI, XVI, XXII, XXIV.
- Topic 2: Greece and Persia, based on relevant readings in The *Histories* of Herodotus.
- Topic 3: The Life and Death of Socrates, based on The *Apology*, *Crito* and *Phaedo* of Plato.
- Topic 4: Mycenae and Troy, based on the archaeology and legend of the two centres.
- Topic 5: The Athenian Acropolis, based on the art, architecture, religion and history of the period in which the Acropolis was built.

THE ROMAN WORLD

- Topic 6: The Quest of Aeneas, based on Virgil's *Aeneid*, Books I, II, IV, VI.
- Topic 7: The Roman Theatre - Comedy, based on the *The Swaggering Soldier* of Plautus, and to include *basic* knowledge of the physical shape of the Roman theatre.
- Topic 8: The Life and Times of Julius Caesar, based on the Plutarch's life of Caesar.
- Topic 9: A Roman City, based on a study of Pompeii.
- Topic 10: The Roman Army.

7. ASSESSMENT

- 7.1 The aims and objectives of the subject Classical Studies listed in Sections 2 and 3 of this syllabus document are attained through study of the requisite number of topics listed in Section 6.1 (for first year) and 6.2 (for second and third years).
- 7.2 Only the topics listed in Section 6.2 will be formally examined in the terminal assessment of candidates, but the topics listed in Section 6.1 form a necessary foundation to those listed in Section 6.2 and in that way continue to inform the topics in that section.
- 7.3 Terminal assessment of the ten prescribed topics in Section 6.2 will examine the knowledge and understanding acquired as well as the skills and attitudes which these topics are intended to develop. Detailed requirements for these topics are given in Appendix B of this syllabus.
- 7.4 Terminal assessment will also examine candidates' ability to apply knowledge acquired in the study of the prescribed topics in Section 6.2 and will give them scope to respond creatively.
- 7.5 Format of the Examination Papers and Mark Weightings

There will be two examination papers, one at Ordinary Level and one at Higher Level. The total mark for each paper will be 400.

At each level, questions will be set on each of the ten topics prescribed in Section 6.2. Each topic will carry 20% of the total mark (i.e. 80 marks). Candidates will be required to answer on five topics only, as indicated in Section 6.2.

Questions set in Section (b) on each topic will be less difficult on the Ordinary Level paper than on the Higher Level paper. Questions set in Sections (a) and (c) on each topic will be the same at both levels.

APPENDIX A

Treatment of Part of a Topic in Stage I (The First Year Syllabus)

Example: "The Story of the House of Atreus and the Trojan War"

Consider that the episode dealing with the tragic fate of Iphigenia is about to be dealt with. The teacher first tells the story of how Iphigenia was sacrificed in order that the Greek fleet might be able to set sail to Troy. One of the major sources for this legend might be quoted or supplied e.g. the prologue of Euripides' play *Iphigenia in Aulis*. The story is so compelling that a wide-ranging discussion of ancient principles, attitudes, customs, religion and superstition develops naturally in the class and, consequently, a number of follow-up activities can be generated, including some of the following:-

an imaginative visual recreation of the scene of sacrifice in painting or collage a group writing of a play on the subject an acting out of this play - group miming of the play - a simple project on Mycenae or Troy.

Finally the whole class should come together for a sharing of group and individual reactions and feelings about the story.

Recommended books for teachers: *Mythology*, Edith Hamilton, New American Library; *Greek Myths*, Robert Graves, Penguin

APPENDIX B

Detail of Prescribed Topics in Stage II (the Second and Third Year Syllabus)

Note: Information on additional source and resource material is given in the "Guidelines for teachers" booklet.

THE GREEK WORLD

Topic 1: The Wrath of Achilles

Prescribed Matter: Homer's *Iliad*, Books I, VI, XVI, XXII, XXIV

text: Either the Eirene or Hammond translation (both in Penguin Classics)

In this topic students should first be encouraged to read and enjoy the prescribed work as literature.

In subsequent study, students will be expected to have dealt with the following areas at the appropriate level:-

the storyteller - oral poetry - 'the hero' - the plot and major characters -
the gods and their role - some appreciation of the notion of destiny

In addition, students should be made familiar with the whole story of the *Iliad* and with the full story of the Trojan War.

Recommended additional reading (but not prescribed):- *Homer* (Inside the Ancient World Series), M. Thorpe, Bristol Classical Press (1986)

Topic 2: Greece and Persia

Prescribed Matter: *The Histories*, Herodotus, Penguin Classics

or

The Persian Wars, Herodotus, translated by William Shepherd,
Cambridge University Press, 1982

N.B. All of the translated sections in Shepherd's text, or the sections corresponding to these sections in the Penguin translation, are prescribed - essentially the chapters dealing with the various wars between the Greeks and Persians.

The emphasis in this topic should be on a comparison of the cultures of Greece and Persia as seen through the eyes of the historian Herodotus.

Pupils will be expected to have dealt with the following areas at the appropriate level:-

Herodotus both as historian and storyteller - the geography of the major areas mentioned in the prescribed matter - what we learn from Herodotus about the Greeks and Persians - Athenians and Spartans as they appear in the narrative (with particular emphasis on the differences between the two) - the major personalities on the Greek and Persian sides - the key battles - the significance of the Greek triumph

Recommended additional reading (but not prescribed): Plutarch's lives of Themistocles and Aristides translated in *The Rise and Fall of Athens*, Penguin Classics, 1970; *Stories from Herodotus* (adapted and translated by B.W.J.G. Wilson and D. Miller, Oxford University Press, 1973; *Tales from Herodotus*, (Edited by Farrell and Giff), Bristol Classical Press, 1983.

Topic 3: The Life and Death of Socrates

Prescribed Matter: *The Last Days of Socrates*, Plato, Penguin Classics. Candidates will be required to read the *Apology*~ *Crito*, and the opening and final chapters of the *Phaedo*, i.e. pages 45-96, 97-105, 178-183

This topic is meant to serve as an accessible and stimulating introduction to ancient Greek philosophy, concentrating on the major figure of Socrates and his impact on fifth-century Athens. Students will be expected to be familiar with the following areas at the appropriate level:-

the life and mission of Socrates - the reactions of various sections of Athenian society to him - his philosophic method of argumentation (dialectic) - his trial and defence - his attitude to prison - his views on the afterlife - his death.

Recommended additional reading (but not prescribed): readings from the *Clouds*, Aristophanes, Penguin Classics.

Topic 4: Mycenae and Troy

This topic is basically concerned with an examination of archaeology and legend and the light which these can throw on each other. [The topic should be approached under the following headings:-

- (i) the story of the Trojan War and the return of the Mycenaean warriors to Greece
- (ii) Heinrich Schliemann: his life - early enthusiasm for Homer - his excavations at Troy, Mycenae and Tiryns
- (iii) Troy: the identification of the site - the different habitation levels - the discovery of 'Priam's Troy' - Troy VI and VIIa
- (iv) Mycenae: shaft graves and their contents (Grave Circles A and B) - tholos tombs and chamber tombs generally - the Lion Gate - the defensive walls - the layout of the palace and of Mycenaean palaces generally e.g. those at Tiryns and Pylos - the importance of the geographical situation of Mycenae in Bronze Age Greece
- (v) Mycenaean life and society, including artistic and military details - Linear B tablets

While great weight can be placed at this level on the 'popular' or 'glamorous' side of discoveries in archaeology, it is important that a start be made in pointing out the more sober and scientific aspects of modern archaeological methods with their essentially painstaking sifting of evidence.

Note: The National Museum and the Classical Museum in University College, Dublin, have examples of Mycenaean pottery.

Recommended reading (but not prescribed): relevant passages from Homer's *Iliad* and *Odyssey*, Penguin Classics; readings from *Agamemnon*, Aeschylus, Penguin Classics (in the volume entitled *The Oresteian Trilogy*); *Mycenae*, M. Sargent, Aspects of Greek Life Series, Longman; *In Search of the Trojan War*, M. Wood, B.B.C. Paperback, 1987

Topic 5: The Athenian Acropolis

the Acropolis was to the Athenians a symbol of their aspirations and achievements. Hence, it should serve as an introduction to some of the artistic, architectural, historical, religious, political and social strands of Athenian life. Particular stress should be laid on the Periclean period. Attention should be paid to the cults and legends associated with the Acropolis (as illustrated in art and literature) so that students may build up an idea of the beliefs of fifth-century Athenians and so try to relive their experience in some elementary way. Inscriptions found on the Acropolis throw light on day-to-day matters such as wages, prices, organisation of labour, etc.

The topic should be approached under the following headings in the order which the teacher finds most appropriate:

- (i) the place of the Acropolis in Athenian history, with particular emphasis on the Persian invasion and consequent growth of the Athenian Empire via the Confederacy of Delos
- (ii) the role of Pericles and Pheidias in the development of the Acropolis
- (iii) the layout of the site (to include mention of the theatre of Dionysus)
- (iv) the building, architecture and art (i.e. sculpture) of the Parthenon, Erechtheum, Propylaea and Temple of Athene Nike
- (v) religious cults, especially the Panathenaic Festival and the legend concerning Athene and Poseidon
- (vi) subsequent fate of the Acropolis and its present state

Note: Some notice should be taken of the important finds of Greek archaic sculpture found on the Acropolis, especially as an introduction to treatment of the classical sculpture of the Acropolis.

Recommended reading (but not prescribed) : *The Parthenon*, Susan Woodford, Cambridge University Press; relevant readings from *The Histories*, Herodotus, *The Rise and Fall of Athens*, Plutarch, *Guide to Greece*, Volume I, Pausanias, (all available in Penguin Classics)

THE ROMAN WORLD

Topic 6: The Quest of Aeneas

Prescribed Matter: Virgil's *Aeneid*, Books I, II, IV, VI

Text: Translation in Penguin Classics or any other appropriate version

Aeneas should be approached as a character who embodies elements of both mythology and history. The student, therefore, should be made acquainted with myths and legends dealing with the Trojan War. Some attempt should be made to demonstrate that Aeneas is a hero who shows his worth by overcoming all obstacles standing in the way of his and Rome's great destiny. Some parallels should be drawn between the mission of Aeneas and that of Augustus. References to Aeneas in Homer's *Iliad* should be looked at.

Students will be expected to have dealt with the following:-

Aeneas, the epic hero - Aeneas, the man - the role of the gods in the affairs of Aeneas - the fall of Troy - the sojourn of Aeneas with Dido and its consequences - the Cumaean Sibyl - the visit to the Underworld - the destiny of Rome - Augustus and Virgil.

Additional material (but not prescribed): the set of slides (with accompanying [teacher's Handbook] *accompanying* the story of Dido and Aeneas in Unit V of the Cambridge Latin Course, available from Cambridge University Press.

Topic 7: The Roman Theatre - Comedy

Prescribed Matter: *The Swaggering Soldier*, Plautus, available in the volume *The Pot of Gold and Other Plays*, Penguin Classics

In this topic the centre of activity should be the play itself and the pupils will derive most benefit through acting out the play, or parts of it, themselves. A performance of the play leads naturally to other areas of study, such as the arrangement of the Roman stage, the use of masks, the musical element, conventions such as asides. In this way much of the learning can take place in a practical and informal way. Other areas worthy of study would be Roman festivals (at which comedies were performed), Roman actors and their status, appreciating Roman comedy as Roman life represented within Greek convention and costume, the life of Plautus, the playwright manager, music in Roman comedy, the influence of Roman comedy on subsequent drama; the playwright Terence.

Students will be expected to have dealt with the following in their study of the play:-

the prologue - the plot - stock characters and situations - the principal characters -
the representation of women - the slave in Roman comedy - morality in Plautus.

In addition, students will be expected to have some basic knowledge of the physical structure of a typical Roman theatre, including the stage, the *scaenae frons* and seating arrangements.

Recommended additional reading (but not prescribed): Roman Comedy, K. McLeish, Inside the Ancient World Series, Bristol Classical Press Paperbacks, 1986; scenes from *The Comedies of Terence*, Penguin Classics.

Topic 8: The Life and times of Julius Caesar

Prescribed Matter: Plutarch's biography of Caesar, available in *The Fall of the Roman Republic*, Penguin Classics

Caesar should be approached as an example of a fascinating and ruthless personality. In addition to the prescribed biography, it is recommended that Suetonius' life of Caesar be looked at (available in *The Five Caesars*, Penguin Classics). Greater emphasis should be given to the more personal aspects of Caesar's life than is normally given in the standard histories. At the same time he should be firmly set in the World of his contemporaries Marius; Sulla, Pompey, Crassus and Cicero, and be studied as a soldier, statesman and man of letters. Pupils should be made familiar with some of the political realities of Rome in Caesar's day, whose future he was to change so utterly.

Discussion and study of the following might arise out of reading Plutarch's life: the *cursus honorum*, aspects of Roman religion, the Roman Republic, political alliance, power politics, the Roman provinces of Gaul and Britain, Caesar's *clementia*.

Students will be expected to have dealt with the following in their study of Caesar's life:-

Caesar's early years during the Marian ascendancy - his position under Sulla -
his education - his entry into politics - his early military career - the conspiracy of
Catiline - Clodius - Caesar's governorship of Gaul and his campaigns there - Caesar
in Britain - the First triumvirate - the outbreak of Civil War - his dictatorship -
his assassination - Caesar as writer.

Recommended additional reading (but not prescribed): Caesar's *Conquest of Gaul* and *The Civil War*, Penguin Classics.

Topic 9: A Roman City - Pompeii

This topic is intended to introduce students to the everyday life of the Romans of all classes - in both their private and public lives - through the material remains of their private houses, public buildings and amenities. Reference should be made to the story of Pompeii's burial and rediscovery and the consequent wealth of material detail incidentally preserved by the eruption of 79 A.D. Reference could also be made to life in Rome or Ostia where it markedly differed from life in Pompeii. This topic requires extensive illustration by means of slides, diagrams and maps, also the use of literary sources (for example, Pliny's letters on the eruption, available in Penguin Classics), also evidence from translations of graffiti and inscriptions.

The best approach to the topic is to deal with the city under two general headings, Home Life and Public Life.

Home Life: the Roman house, including its structure, layout, decoration, furniture - the Roman family, including birth, coming of age, marriage, death - religion in the family home - the kitchen, including cooking, shopping and meals - Roman dress - the role of women - education - slaves in the home - the *paterfamilias*, including his public duties and social life

Public Life: (i) history of the city, including its origin and development - its street plan and general layout - its destruction and rediscovery - its geographical position
(ii) public buildings and their function, including the forum, basilica, temples, amphitheatre, theatres, baths and water supply, Villa of the Mysteries - shops and occupations e.g. baker, fuller, iron-keeper - funerals, burial sites, tombs and burial clubs.

Some notice should also be taken of Herculaneum, especially its difference as a town e.g. the presence of *insulae* there, also the different manner of its envelopment by Vesuvius.

Recommended additional material (but not prescribed): the following booklets in the Aspects of Roman Life Series, published by Longman: *The Roman House*, *Roman Rituals*, *Roman Sport and Entertainment*, *Roman Family Life*, *Roman Technology and Crafts*, *Roman Religion*, *Roman Archaeology*; slides and [teacher's Handbook accompanying Unit I of the Cambridge Latin Course, and the essays in the Student Stages of this Unit, available from Cambridge University Press.

Topic 10: The Roman Army

the aim of this topic is to carry out a study of the Roman Army, by using documentary evidence (e.g. discharge diplomas, inscriptions, illustrations of [Trajan's Column]) and archaeological evidence (e.g. a fort and camp site study). Readings from literary sources should be used to illustrate the topic (e.g. selections from the writings of Caesar, Josephus and Tacitus, all available in Penguin Classics).

The topic should be approached under the following headings:-

- (i) the legionary soldier - his clothing, footwear, body armour and weapons, pay and conditions, diet
- (ii) encampments and legionary fortresses
- (iii) the army in action - command structure, discipline, *sacramentum*, standards, legions, cohorts, maniples and centuries, artillery and siege weapons e.g. *testudo*, tactics, role in public works, e.g. building roads
- (iv) the army on the march - marching camps, baggage, reconnaissance
- (v) triumph and ovation, including horse mail and trappings, gallantry awards and spoils
- (vi) specialist officers and soldiers - *quaestors*, pay clerks, centurions and *optiones*, surveyors, hospital officers and general care of the wounded, auxiliaries, the urban guard and praetorian guard
- (vii) religion in the army
- (viii) general understanding of the frontiers of the Empire e.g. Hadrian's Wall, Sahara desert and major rivers . places of greatest concentration of legions and the reasons for this

Recommended additional material (but not prescribed): *The Roman Army*, Aspects of Roman Life Series, Peter Hodge, Longman; *The Roman Army*, John Wilkes, Cambridge University Press.