AHIS4150 - Classical Studies Honours II
Course Outline

Course Co-ordinator: Jane Bellemore
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Fax: 4921 6933
Email: Jane.Bellemore@Newcastle.edu.au
Consultation hours: By appointment

Semester
Semester 1 - 2009
Unit Weighting
20
Teaching Methods
Seminar

Brief Course Description
This course is studied in conjunction with AHIS4140, AHIS4160, and AHIS4170. These courses exist for administrative purposes only, and do not receive separate results. The four courses together (AHIS4140, AHIS4150, AHIS4160, AHIS4170) constitute an Honours program in the history, society and literature of Greek and Roman antiquity. Knowledge of Greek and Latin is not essential, but may be useful.

Contact Hours
Seminar for 2 Hours per Week for 12 Weeks

Learning Materials/Texts

Course Objectives
1. In depth understanding of aspects of ancient Greece and Rome, and of the methods of enhancing our knowledge of them.
2. Ability to understand, interpret and criticise complex ideas and texts
3. Ability to research and interpret issues in a chosen discipline at nationally recognised levels of competence, and to present results with clarity and effectiveness, primarily in written form.
4. Preparation for work-place situations that require an exceptional level of literacy, analytical skills, and capacity to argue.
5. Preparation for high-level research into the classical world, or for other research employing similar skills.
6. Qualification for postgraduate research degrees in Ancient History and related areas.

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2009

CTS Download Date: 6th March
Course Content
The content of the coursework elements of the Ancient History Honours program may change from year to year, but the structure of the program invariably comprises four equally-weighted components:
1. A short compulsory thesis of 8000 words on a topic to be arranged in consultation (worth 25%)
2. Three studies, each in an aspect of ancient history, literature, culture, and/or thought (each worth 25%)

NB: Students are also expected to attend the Discipline's staff/student research seminars wherever possible. Attendance at some may be compulsory.

Assessment Items

| Essays / Written Assignments | Assessment for the three studies will be agreed in consultation with students, but each study will approximate 7-8000 words. These together constitute 75% of the Honours assessment. |

Assumed Knowledge
An undergraduate major sequence in Ancient History or equivalent

Callaghan Campus Timetable
AHIS4150
CLASSICAL STUDIES HONOURS II
Enquiries: School of Humanities and Social Science
Semester 1 - 2009
Seminar Monday 14:00 - 16:00 [MCLG24]

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY
Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the business of the University. These principles are at the core of all academic endeavour in teaching, learning and research. Dishonest practices contravene academic values, compromise the integrity of research and devalue the quality of learning. To preserve the quality of learning for the individual and others, the University may impose severe sanctions on activities that undermine academic integrity. There are two major categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;
c) reusing one's own work, or part thereof, that has been submitted previously and counted towards another course (without permission);
d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;
e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and
f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.
g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

Plagiarism is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;
b) using another person's ideas without due acknowledgment;
c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may -
- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in **Late Penalty** above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:
- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

*Note: different procedures apply for minor and major assessment tasks.*

Students should be aware of the following important deadlines:
- Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.
- Rescheduling Exam requests must be received no later than 10 working days prior the first date of the examination period.

*Late applications may not be accepted.* Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

**STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS**

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: [www.newcastle.edu.au/services/disability](http://www.newcastle.edu.au/services/disability).

**CHANGING YOUR ENROLMENT**

Students enrolled after the census dates listed in the link below are liable for the full cost of their student contribution or fees for that term.
Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

**Students cannot enrol in a new course after the second week of term**, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

**To check or change your enrolment online go to myHub**: [https://myhub.newcastle.edu.au](https://myhub.newcastle.edu.au)

**STUDENT INFORMATION & CONTACTS**

Various services are offered by the Student Support Unit: [www.newcastle.edu.au/service/studentsupport/](http://www.newcastle.edu.au/service/studentsupport/)

The **Student Hubs** are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
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<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td><strong>City Precinct</strong></td>
<td>Phone 4921 5000</td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td><strong>Singapore students</strong></td>
</tr>
<tr>
<td><strong>Central Coast Campus (Ourimbah)</strong></td>
<td>contact your PSB Program Executive</td>
</tr>
<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
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**OTHER CONTACT INFORMATION**

<table>
<thead>
<tr>
<th>Faculty Websites</th>
<th>General enquiries</th>
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<tbody>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/education-arts/">www.newcastle.edu.au/faculty/education-arts/</a></td>
<td>Phone: 02 4921 5000</td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/faculty/engineering/">www.newcastle.edu.au/faculty/engineering/</a></td>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td><a href="http://www.newcastle.edu.au/policylibrary/000311.html">www.newcastle.edu.au/policylibrary/000311.html</a></td>
<td>Email: <a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
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This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

**Studentmail and Blackboard**: Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.
Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer -
www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
Caesar’s career prior to the Civil War

Mondays 2-4, Lecturer’s study

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Title of seminar</th>
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<tbody>
<tr>
<td>1.</td>
<td>2nd March</td>
<td>Sources for Caesar</td>
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<tr>
<td>2.</td>
<td>9th March</td>
<td>Caesar and Sulla</td>
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<td>3.</td>
<td>16th March</td>
<td>Caesar in 70’s</td>
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Source analysis (1000 words) due in week three

| 4.   | 23rd March | Caesar in 60’s                             |
| 5.   | 30th March | Caesar’s consulship: trial dictatorship?    |
| 6.   | 6th April  | Caesar’s aims in 58                        |

Easter break (Friday 10th April to Friday 17th April)

| 7.   | 20th April | Caesar’s campaigns in 57                   |

Second paper (ca 3000 words) due by week seven

| 8.   | 27th April | Caesar and Roman politics in 56            |
| 9.   | 4th May    | Caesar, Britain and Germany in 55          |
| 10.  | 11th May   | Revolt of the Nervii in 54                 |
| 11.  | 18th May   | Caesar and the Gallic revolt of 52         |
| 12.  | 25th May   | Caesar in 51 and 50                       |
| 13.  | 1st June   | Caesar’s invasion of Italy                |

Third paper (ca 4000) due by Friday 12th June

Summary of Assessment

1. Sources Commentary ca 1000 words (due in week 3)
2. Second paper ca 3000 (due in week 7)
3. Third paper ca 4000 (due by 12th June)

Sites useful to Classics and Ancient History can be accessed via the Library:

In particular, see L’AnneéPhilologique:
http://www.annee-philologique.com/aph/
Sources for Caesar

Bibliography

Appian
Appian, *Civil Wars*, Loeb Classical Library, vols 3, 4 (trans H. White)

Caesar
*The civil wars*, tr. A.G. Peskett London, 1914 (878.01 C128 D2)
*The conquest of Gaul*, tr. S.A. Handford, revised by Jane F. Gardner, Harmondsworth, 1982 (878.01 C128 D1)
*The battle for Gaul*, tr. Anne & Peter Wiseman, London, 1980 (878.01 C128 D1)

Cicero
Acheson, G.J., *Caesarian Orations of Marcus Tullius Cicero* (Johannesburg, 1965)
Cicero, *Cicero's Letters to Atticus*, LCL vols. 1, 2, 3, trans E.O. Winstedt
Cicero, *Letters to His Friends*, LCL vols 1, 2, 3, trans G. Williams
Cicero, *The Speeches (Pro Milone)*, LCL vol 13, trans. N.H. Watts
Cicero, *Select Letters* (Commentary by M.M. Willcock)
Hutchinson, G.O. 'Cicero's Correspondence: A Literary Study', *CPh* 96.1 (2001) 98-100

Dio Cassius
Dio Cassius, *Dio's Roman History*, LCL vol 3, 4, trans E. Cary

Florus and Cornelius Nepos, *Epitome of Roman History* (trans. E.S. Forster)
Livy, *Summaries, Fragments*, LCL vol. 14, trans A.C. Schlesinger


Plutarch
Plutarch, *Fall of the Roman Republic*, trans R. Warner
Plutarch, *Makers of Rome*, trans I. Scott-Kilvert

Suetonius
Suetonius, tr. J.C. Rolfe, London, 1914, 878.01 S944 A1914-1 V. 1, 2

Velleius Paterculus *Epitome of Roman History*, trans F.W. Shipley
The *Caesarian and Augustan narrative* (2.41-93), ed. A.J. Woodman (Cambridge, 1983)

Collections of Sources
Lewis, N. & Reinhold, M. *Roman Civilization*, vols 1, 2 (New York, 1990)

Other Books
Bailey, D.R.S., *Cicero's Letters to Atticus* (Cambridge, 1965), vol 1
Canfora, L. *Julius Caesar: the life and times of the people's dictator*, trans Marian Hill, Kevin Windle, Berkeley, c2007
Crawford, M., *The Roman Republic* (Glasgow, 1978)
Curtis, R.I. *Studia Pompeiana & Classica II* (New York, 1988-9)
Dorey, T.A. *Cicero* (London,1964)
Gruen, E. *Last Generation of the Roman Republic* (Berkeley, 1974)
Leach, J. *Pompey the Great* (London, 1978)
Scullard, H.H. *From the Gracchi to Nero* (London, 1982)
Tatum, W. Jeffrey *The patrician tribune: Publius Clodius Pulcher*, Chapel Hill, 1999
Ward, A., *Marcus Crassus and the Late Roman Republic* (Columbia, 1977)
Yavetz, Z., *Julius Caesar and His Public Image* (1983) 185-213

**Articles**
McDougall, I., 'Dio and his Sources for Caesar's Campaigns in Gaul', *Latomus* 50 (1991) 616-38
Stevens, C. E., 'The *Bellum Gallicum* as a Work of Propaganda', *Latomus* 11 (1952) 3-18 and 165-179
Seminar 1

Introduction and biographical sources for Caesar

Read in particular Suetonius Caesar. See also Plutrch’s ‘Life of Caesar’.

1. What is the structure of Suetonius Caesar?
2. What emphases need to be taken into account when considering the historical value of Suetonius Caesar?
3. What are the strengths and weaknesses of Suetonius’ approach to writing biography?
Seminar 2

Caesar and Sulla

Ancient sources

Velleius Paterculus (trans F.W. Shipley, London, Cambridge (Ma), 1924) 2.41

Plutarch Caesar 1

Suetonius Caesar 1, 45, 74

Questions

1. Examine the familial background of Caesar.
2. Was he a real threat to Sulla?
3. Why do the sources present Caesar as under pressure from the Sullans?
4. Was Caesar a ‘Marian’ and an ‘anti-Sullan’ prior to, say, 80BC?

Modern Reading

Canfora, Luciano  \textit{Julius Caesar: the life and times of the people's dictator}, trans Marian Hill, Kevin Windle, Berkeley, c2007


Gelzer, Matthias  \textit{Caesar: politician and statesman}, Trans Peter Needham, Cambridge, Ma,1968


Wistrand, E.K.H.  \textit{Caesar and contemporary Roman society}, Göteborg, 1979

Seminar 3

Caesar’s early military career (70’s)

Ancient sources

Velleius Paterculus 2.42
Plutarch Caesar 1-5
Suetonius Caesar 1-5, 49, 74

Questions:
1. What characteristics of Caesar does each source focus on?
2. How much emphasis was placed on Caesar’s oratorical training?
3. How much military training did Caesar undergo?
4. Was Caesar’s early military service important?

Modern Reading

Goldsworthy, A.K. Roman Army at War 100 BC – AD 200, Oxford, 1996
Harris, W.V. War and imperialism, Oxford, 1979, 9-41 (on-line resource)
Pelling, C. ‘Childhood and personality in Greek biography’ in Characterization and Individuality in Greek Literature (Oxford, 1990) 213-44
Seminar 4

Caesar’s career during the 60’s

Ancient sources
Velleius Paterculus 2.43
Plutarch Caesar 5-13
Suetonius Caesar 6-18
Appian Civil Wars 2.6-8
Cassius Dio (trans E. Cary, London, Cambridge (Ma) 1914) 36.43, 37.8, 37.10, 37.20, 37.27, 37.36, 37.37-8, 37.44-6, 37.52, etc.

Questions:
1. How much military training did Caesar undergo?
2. Was Caesar’s military service important?
3. Was Caesar interested more in politics than military service?
4. What offices did Caesar hold? How did he exercise these?
5. What command did Caesar hold? How did he perform in this role?
6. Why did he forego his triumph?

Modern Reading
Goldsworthy, A.K. Roman Army at War 100 BC – AD 200, Oxford, 1996
Harris, W.V. War and imperialism, Oxford, 1979, 9-41 (on-line resource)
Harris W. V. ‘The development of the quaestorship, 267-81 B.C.’ Classical Quarterly 26 (1976) 92-106
Seminar 5

Caesar’s consulship, a trial dictatorship?

Ancient sources

Velleius Paterculus 2.44
Plutarch Caesar 13-14
Suetonius Caesar 19-24, 50
Appian Civil Wars 2.9-15
Dio Cassius Roman History 37.56; 38.1-17
Examine J. Sabben-Clare, Caesar and Roman Politics 60-50 B.C., Oxford, 1971, 1-49

Questions:

1. How did Caesar become consul?
2. What opposition was there to his candidacy? Why?
3. What were the main events of Caesar’s consulship?
4. What command did he hope to hold?

Modern Reading

Bellemore, J. ‘Cato’s opposition to Caesar in 59’ in K. Welch and T.W. Hillard (eds) Roman Crossings: theory and practice in the Roman Republic, Swansea, 225-57
Goldsworthy, A.K. Roman Army at War 100 BC – AD 200, Oxford, 1996
Harris, W.V. War and imperialism, Oxford, 1979, 9-41 (on-line resource)
Seminar 6

Caesar aims in 58

Ancient sources
Caesar Gallic Wars
Velleius Paterculus 2.46-7
Plutarch Caesar 15-17; see also 18-19
Suetonius Caesar 25, 54
Dio 38.31-5, 47-50
For additional sources (and some of the above), see Sabben-Clare, 50-64, 66-8

1. Consider the battles:

Romans v. Helvetii (Caesar GW 1.24-6)
Who initiated battle? What tactical advantage was gained?
What was Caesar’s battle plan? What about the Helvetii and their allies?
Was it an easy victory for the Romans? Why did the battle take so long and why did so many Helvetians get away?

Romans v. Germans (GW 1.51-3)
Who initiated battle? What tactical advantage was gained?
What was Caesar’s battle plan? What about the Germans?
Was it an easy victory for the Romans?
Why did so few Germans get away? See Plutarch Caesar 19.

2. Consider the campaigns

Romans v. Helvetii
How does Caesar justify his ambush on the Helvetii prior to the start of hostilities (GW 1.11-14)?
What other justification did he offer (GW 1.2, 1.10, 1.28, 1.30, 1.35)?
Was the threat posed by the Helvetii balanced by their ‘body count’ (GW 1.29)? How did these people die? See, for example, Plutarch Caesar 18.
Was Caesar’s action against the prisoners who tried to get away a second time justified (GW 1.28)?

3. Test Caesar’s credibility

How did Caesar’s forces manage to conquer those of the Helvetii, given his claims of a drawn-out battle and of the numerical superiority of the latter (e.g. 1.29)?

Is it possible that the Germans were leaving Gaul to escape the Roman onslaught, rather than had plans for conquest of Italy (GW 1.33)?

What elements of the two campaigns does Caesar promote, and what does he suppress?

4. What were Caesar’s aims in this year?
**Modern Reading**


Goldsworthy, A.K.  *Roman Army at War 100 BC – AD 200*, Oxford, 1996 (937.06 GOLD)


Ramage, E.S.  ‘The *bellum iustum* in Caesar’s *de Bello Gallico*’, *Athenaeum* 89 (2001), esp. 149-54

Riggsby, A.M.  *Caesar in Gaul and Rome*, Austin, 2006 (937.05092 CAES-2 RIGG)


Seminar 7

Caesar and the Nervii in 57

Consider the following questions:

1. From GW 2.1, can we say whether Caesar had long-term military ambitions in Gaul? Why does he repeat such claims in his account? Note GW 2.35
2. Does Caesar give the Belgae any opportunity to seek peace (2.2-5)?
3. What is Caesar’s attitude to the Nervii (2.15, 19, 21, 27, 28)?
4. How does he portray his own actions (2.17, 19, 20-2, 25-6)?
5. How do his legionaries perform (2.20-1)?
6. How does Caesar report the activities of his light-armed sections and of his cavalry (2.19, 23-4, 26, 27)?
7. How does Caesar treat his various enemies (2.5, 2.11, 2.13-5, 2.28)?

Note the huge number of the Nervii still around just three years later reported in GW 5.38-48; 2.30-3

What is your overall assessment of Caesar as a general and as a reporter of his campaigns? Have literary considerations played any part in his account?

See also Plutarch Caesar 20-1; Dio 39.1-5

Modern Reading

Bell, B.M. ‘The contribution of Julius Caesar to the vocabulary of ethnography’, Latomus 54 (1995) 753-67
----------- Roman Army at War 100 BC – AD 200, Oxford, 1996
King, A. Roman Gaul and Germany, Berkeley, 1990
Seminar 8

Caesar and the conference of Luca

Ancient Sources

Cicero ad Familiares 1.9 (To Lentulus Spinther in 54 BC)
Plutarch Caesar 21, Pompey 51
Appian Civil Wars 2.17-18
Dio 39.15-30 gives the results of Luca but does not note the conference
See also for these and other sources, Sabben-Clare, 69-91

Did a conference as such take place in 56?
Why did the conference take place?
What was decided in April 56?

Modern Reading

Gruen, E.S. ‘Pompey, the Roman Aristocracy, and the Conference of Luca’, Historia 18 (1969) 71-108
Ruebel, J.S. ‘When Did Cicero Learn about the Conference at Luca?’ Historia 24 (1975) 622-4
Seminar 9

Caesar, Britain and Germany

Read closely Caesar’s description of his two invasions of Britain, in 55 and 54 B.C., given in Gallic Wars 4.20-37 and 5.1-23.

Why did Caesar undertake these campaigns?

Were these campaigns excessively risky? What about Gaul in his absence? Note the troubled circumstances in Gaul after his return in 54 (5.24 ff.)

What did Caesar achieve by his forays into Britain? Did Caesar feel defensive about his actions at this time (e.g. 5.22, 6.1)?

In Book Six, Caesar gives a description of the culture and lifestyle of the Germans (6.21-8), and he outlines various aspects of their country.

What does Caesar say about German religion and family life?
How does Caesar characterise German culture?
What does Caesar say about the topography and fauna of the country?

What is the purpose of Caesar’s excursus?

See Sabben-Clare, 105-11, 120-5

Modern Reading:

Dando-Collins, S. Caesar’s legion, New Jersey, 2002, 30-49
Ellis, P.B. Caesar’s invasion of Britain, London, 1978
Salway, P. The Oxford illustrated history of Roman Britain, Oxford, 1993
Salway, P. Roman Britain, Oxford, 1981
Webster, G. The Roman invasion of Britain, London, 1980
Seminar 10

Revolt of the Belgic Tribes

Caesar describes the revolt of the Belgae during the winter of 54/53BC and the subsequent 'mopping up' campaigns of summer 53 in *Gallic Wars* 5.24-58 and 6.1-10, 29-44.

Consider first the episode outlined in *GW* 5.24-38.
What are the main features of Caesar’s account?
How does Caesar present the main actors?
How could he have obtained such detailed knowledge of the events, or did he simply ‘flesh out’ a basic outline?
How much faith should we place in such material?

Consider the leadership of Caesar (*GW* 5.46-52, 6.3-6). Was he effective?
How important was the pursuit of Ambiorix (*GW* 6.29-31, 33-4, 43-4)?
Why did Caesar build a bridge across the Rhine (*GW* 6.9-10, 29)?
Did Caesar make a mistake in offering up the territory of the Eburones to plundering and almost inviting the Germans against his own men (*GW* 6.35-41)?

Does Caesar attempt to place the impetus for the Belgic revolt in the period after the death of Sabinus and Cotta, not before (*GW* 5.53-4; cf. 5.25-8, 38-9, 55-6, 6.1-2)?
Was Caesar correct to blame the incompetence of his legates for the losses (*GW* 5.52, 6.42)?
See also Sabben-Clare, 129-34

Modern Sources:


Cunliffe, B. *Greeks, Romans and barbarians: spheres of interaction*, London, 1988


Seminar 11

Revolt of the Gauls

Let us consider three successful Romans sieges described by Caesar in Book Seven: that of Vellaunudunum (7.11), Cenabum (7.11) and Avaricum (7.15-28, 32).

Note that Caesar was unsuccessful at Gergovia (7.36-53).

Vellaunudunum, Cenabum:
How did Caesar manage to force the people of Vellaunudunum to surrender so quickly? Why was he so lenient towards the them?
How did Caesar take Cenabum so easily? What do you think happened to the townsfolk?
What do these two episodes reveals about Roman siege craft?

Avaricum
What role did Vercingetorix play at Avaricum?
What details of Roman siege warfare does Caesar reveal?
Why does he praise the Gauls for their efforts in countering the Romans?
What happened to the 10,000 men mentioned in 7.21?
Why did the Romans take such vengeance on the inhabitants of the town (7.28)

What was Caesar’s usual practice in dealing with enemy towns?
What was Caesar’s strategy in this period?
How does Caesar portray his leadership?

Alesia
Caesar Gallic Wars 7.68 ff.

What successes did Caesar enjoy during this period, and what military blunders did he make?
Why did Caesar win a victory at Alesia when he was allegedly so outnumbered (GW 7.68-89)?
Was Vercingetorix a worthy opponent for Caesar?

See also Plutarch Caesar 25-7; Dio 40.33-44

Modern Reading

Fuller, J. F. C.  

Gelzer, M.  
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Goldsworthy, A.K.  

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Seminar 12

Caesar in 51 and 50

Ancient sources
Caesar *Gallic Wars*, Book Eight
Cicero Letters (from 51 and 50)

Examine the sources given by Sabben-Clare, 135-61

What was Caesar doing in these years?
What was happening in Rome? What was Pompey doing?
Was Caesar’s position being undermined? Should he have been winding down his command?

Modern Reading

Gruen, E. *Last Generation of the Roman Republic* (Berkeley, 1974)
Lacey W. K. ‘The tribunate of Curio’, *Historia* 10 (1961) 318-29
Stocker, A.F. ‘The legis dies of Caesar's command in Gaul,’ *CJ* 56 (1961) 242-8
Tatum, W. J. *The patrician tribune: Publius Clodius Pulcher* (Chapel Hill, c1999) (937.06092 CLO)
Seminar 13

Caesar’s invasion of Italy

Ancient sources

Caesar Civil Wars, Book One
Velleius Paterculus 2.48-50
Plutarch Caesar 28-31, Pompey 51
Suetonius Caesar 29-33, 68
Appian BC 2.32-7
Dio 40.61-6

See also Sabben-Clare, 162-91

What were the reasons for the outbreak of war? Who was in the right? Who was in the wrong? Could war have been avoided?

Modern Reading

Burns A. ‘Pompey's strategy and Domitius' stand at Corfinium’, Historia 15 (1966) 74-95
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Leach, J. Pompey the Great (London, 1978)
Morstein-Marx, R. ‘Caesar’s Alleged Fear of Prosecution and his ‘Ratio Absentis’ in the Approach to the Civil War’, Historia 56 (2007) 159-78
Ruebel, J.S. ‘Caesar's Dignitas and the Outbreak of Civil War” Syllecta Classica 7 (1996) 133-42