Latin 301: The Catilinarian Conspiracy (Fall, 2005)

Instructor: Fred K. Drogula, Ascension 323 (PBX 5436), home: 427-2492
Office Hours: T TH 11:30-1:30pm, W 2:30-4:00pm, and by appointment

This course examines the Catilinarian Conspiracy of 63BC through a close reading of original Latin texts by Cicero and Sallust. The primary goals of this course are to increase the students’ facility at translating original Latin, to enhance their familiarity with the oratory of Cicero and the prose of Sallust, and to develop a solid understanding of the Catilinarian Conspiracy and its social and political causes and effects.

Course Requirements:

Class attendance is essential to master the material in this course. Two unexcused absences are allowed without penalty; each additional unexcused absence will incur a penalty of one point (1%) of the student’s semester grade. Absences may be excused only by the instructor or by a dean of the college. If it is necessary for you to miss a class, you should do your best to contact the instructor before that class.

Participation (20%)

Students are expected to come to class prepared to participate in class discussions, which includes translation and discussion of assigned passages. Students are also expected to participate actively in discussions of class presentations and student paper drafts. Prepared and informed students contribute immeasurably to the value of this course.

Midterm Exam (15%)

This exam includes one or more passages (drawn from assigned readings) to be translated with careful attention to vocabulary and grammar. The exam will also include questions (in English) about the historic and/or literary relevance of the given passage(s) drawn from class discussions. Exams are closed-book. Exams missed because of an unexcused absence cannot be made up without permission of the instructor or a dean of the college.

Final Exam (20%)

This exam will be the same format as the midterm exam, but longer and will also include one or more sight passages of unseen Latin text drawn from Cicero and/or Sallust (some vocabulary and grammar assistance may be given). Exams are closed-book. Exams missed because of an unexcused absence cannot be made up without permission of the instructor or a dean of the college. The final exam is Dec. 16th at 8:30am.

Class Presentations (20%)

Each student will select two topics listed in this syllabus to research and present to the class on the assigned dates. Each presentation should last approximately ten minutes, and presenters should be prepared to answer questions from the class. Handouts and other visual aids are appreciated, and students wishing to make use of audio-visual equipment may do so.

Paper (20%)
Each student will research and write a paper of approximately ten pages on a topic related to this course and approved by the instructor. Students are expected to meet individually with the instructor early in the course to develop an acceptable topic. Students are encouraged to pursue topics in their own fields of interest, including (but not limited to) literary style/usage, social and/or political history, archaeology, textual transmission, historiography, and law. Each student must present a draft of their paper to the class on an assigned day for discussion. Final versions are due at the start of class on December 13th, and each student should retain a copy of their paper. Papers cannot be handed in later than the due date without permission of the instructor or a dean of the college.

**Paper Presentation (5%)**

Students are expected to present a draft of their paper to the class on an assigned date. Each student should deliver, via email, a copy of their draft to each member of the class (including the instructor) no later than forty-eight hours before the class in which they will present their draft. Each presentation should be approximately ten minutes, during which time the author should summarize their topic and discuss the challenges, surprises, and discoveries they made during their research. Presenters should be prepared to answer questions from the class regarding their drafts, and the class is expected to have thoughtful comments and critiques to assist the author in improving their paper.

**Special Accommodations:**

If you have a physical, psychological, medical, or learning disability which may impact your ability to carry out the requirements of this course as stated herein, you should contact Erin Salva (salvae@kenyon.edu) in the Office of Disability Services at PBX 5145 as soon as possible. Accommodations will be given in this course only with notification from the Coordinator of Disability services.

**Academic Honesty:**

All students are responsible for understanding—and adhering to—the College rules on academic honesty and plagiarism. If you are at all uncertain about these regulations, including the definition of plagiarism, you must consult the relevant sections in the Student Handbook.

**Required Books:**

Frerichs, K. *Cicero’s First Catilinarian Oration*.
Ramsey, J. T. *Sallust’s Bellum Catilinae*.

**Schedule of Classes and Assignments** (subject to change):

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Pages</th>
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<tbody>
<tr>
<td>Tuesday, August 30</td>
<td>Introduction.</td>
<td></td>
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<tr>
<td>Thursday, September 1</td>
<td>Sallust, <em>BC</em> sections 1-2</td>
<td>[35]</td>
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<tr>
<td>Tuesday, September 6</td>
<td>Sallust, <em>BC</em> 3-5</td>
<td>[47]</td>
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<tr>
<td>Thursday, September 8</td>
<td>Sallust, <em>BC</em> 6-9</td>
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**Presentation:** Who was Sallust?
Tuesday, September 13: Sallust, BC 10-13  
**Presentation:** Literary motif of Rome’s decline

Thursday, September 15: Sallust, BC 14-17  
**Presentation:** Textual transmission of Sallust’s text

Tuesday, September 20: Sallust, BC 18-20  
**Presentation:** First Catilinarian Conspiracy

Thursday, September 22: Sallust, BC 21-24  
**Presentation:** Career of Cicero

Tuesday, September 27: Sallust, BC 25-29  
**Presentation:** Roman elections

Thursday, September 29: Sallust, BC 30-33  
**Presentation:** Roman elections

Tuesday, October 4: Sallust, BC 34-37  
Thursday, October 6: Sallust, BC 38-41

Tuesday, October 11: **Reading Day.**

Thursday, October 13: Sallust, BC 42-45

Tuesday, October 18: **Midterm Exam**  
Sallust, BC 46-49  
**Presentation:** Caesar’s career to 63 BC

Tuesday, October 25: Sallust, BC 50-51  
**Presentation:** Caesar’s speech

Thursday, October 27: Sallust, BC 52  
**Presentation:** Cato’s career and family

Tuesday, November 1: Sallust, BC 53-58  
Thursday, November 3: Sallust, BC 59-61  
Introduce Cicero

Tuesday, November 8: Cicero *Cat.* lines 1-27  
Introduction pp. xiv-xvii, learn terms  
**Presentation:** Development Roman oratory  
**Presentation:** Aspects of Roman oratory

Thursday, November 10: Cicero *Cat.* lines 28-54  
**Presentation:** Legality of capital punishment

Tuesday, November 15: Cicero *Cat.* lines 55-92  
Read handout  
**Presentation:** Compare Catiline and Sulla

Thursday, November 17: Cicero *Cat.* lines 93-141  
Read handout
Presentation: Compare Catiline and Caesar

Tuesday, November 22:
Thanksgiving Break.

Thursday, November 24:
Thanksgiving Break.

Tuesday, November 29:
Cicero Cat. lines 142-179
Read colleagues’ paper drafts
Discussion #1 of paper drafts

Thursday, December 1:
Cicero Cat. lines 180-226
Read colleague’s paper drafts
Discussion #2 of paper drafts

Tuesday, December 6:
Cicero Cat. lines 227-262
[35]

Thursday, December 8:
Cicero Cat. lines 263-299
[36]

Tuesday, December 13:
Papers are due at start of class
Cicero Cat. lines 300-317
[18]
Discuss Final Exam

Class Presentation Topics:

Each student should do two presentations, but each topic may be done only once. Presentations should be around ten minutes long, and no longer than fifteen minutes. Handouts are appreciated, but not required. The questions below are intended to help guide the student in their thinking about a topic, but I am most interested in seeing students get involved in a question or topic and find something truly interesting to say about it. Students are welcome to do additional reading on a given topic, but they should be sure to incorporate the readings assigned to each topic.

Students should consult the Oxford Classical Dictionary for all presentations, and commentaries on Sallust and Cicero’s works may be useful.

9/8: Who was Sallust? What were his politics and what was his career like? To whom was he favorably disposed, and whom did he dislike? What kind of biases did he harbor? What should we bear in mind when reading his account of the Catilinarian Conspiracy?

9/13: Literary motif of Rome’s decline: when were the “good days” of Rome? Why do authors portray Rome in decline? Why has Rome become “worse”? What—in Sallust’s opinion—made Rome great, and what led to its decline?

9/15: Textual transmission of Sallust’s text. What is the recoverable history of Sallust’s account of the Catilinarian Conspiracy? How does an ancient text survive from antiquity?
Read: See instructor.
9/20: First Catilinarian Conspiracy: what was it? What happened? Who was involved and how do we know? 
Read: Sallust, *Cat.* 18; Suetonius, *Life of Julius Caesar* 9; Dio Cassius 36.44.3-5; Cicero, *Against Catiline* 1.15; Hardy, *The Catilinarian Conspiracy* 1-11.

9/22: Career of Cicero: what had his career been like up to 63 BC? What parts of his career were typical of a Roman aristocrat, and what was atypical? What difficulties did he encounter, and how did he overcome these? How did he compare with other consuls? 

9/27: Roman elections: how did they work? What could influence elections, and how did this happen? Were elections “fair” or “democratic”? Why did Catiline lose two consular elections? How hard was it to win a consulship? Should Catiline have won? 

10/20: Caesar’s career to 63 BC: who was he in 63BC? Was he already exceptional, or simply one of many Roman aristocrats? Has his early career marked him as an unusual and worrisome type of Roman politician, or is Sallust writing with an eye on Caesar’s later accomplishments? Why does he stand out in this account? 

10/25: Caesar’s speech: what about his speech and proposals is expected, and what is unusual? Was he friendly, hostile, or neutral to Catiline? What relationship, if any, is thought to have existed between Caesar and Catiline, and what light does Caesar’s speech shed upon that relationship? 

10/27: Cato’s career and family: who was Cato, and why does Sallust highlight his speech? Why is he so stern and harsh? How is he different from the more typical Roman aristocrats? Why is he compared with Caesar? What does Cato represent to the Romans? 
Read: Plutarch, *Life of Cato the Younger* (first sections only).

11/8: Development Roman oratory: how and why did oratory develop in the Late Republic? Why was oratory becoming increasingly important in Roman politics? How was oratory used, and what advantages could one acquire if they were good orators? How did one acquire this skill? Was it a traditional or innovative skill? 
Read: Frerichs pp. xiv-xv; F. Millar, *The Crowd in Rome in the Late Republic* pp. 73-93

11/10: Legality of capital punishment: what was the senate’s “final decree” (*senatus consultum ultimum*)? What authority did it convey? How was the execution of a Roman citizen authorized in the Republic? Were Caesar’s and Cato’s proposals legal, or merely expedient? Why doesn’t Cicero simply execute Catiline if he is so certain of Catiline’s guilt? 

11/17: Compare Catiline and Caesar: were these men similar or different in the years leading up to 63BC? What did their respective prospects look like around 70-65BC? Why did Catiline fail to obtain supreme power in Rome while Caesar succeeded? Did the men follow different political strategies, or was Caesar simply luckier than Catiline? Read: Plutarch, *Life of Caesar*. 