

Kolbe Academy Home School

GRADE TEN ANCIENT ROMAN HISTORY

TABLE OF CONTENTS

I. Syllabus	2
A. Diploma Requirements	3
B. Semester Reporting Requirements	3
C. Scope and Sequence	4
D. Texts and Timeline	5
II. Course Plan	
A. Semester 1	8
B. Semester 2	39
III. Paper Topics Answer Guide	
A. Semester 1	74
B. Semester 2	82
IV. Exams	90
V. Answer Keys for the Exams	98

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: *City of God*. Tran. H. Bettenson. Penguin Books: London, 1972, 2003.
- LIVY EH** ❖ Livy: *The History of Rome from Its Foundations: The Early History of Rome*. Tran. Aubrey De Sélincourt. Penguin Books: London, 1960, 2002.
- LIVY WH** ❖ Livy: *The History of Rome from Its Foundations: The War with Hannibal*. Tran. Aubrey De Sélincourt. Penguin Books: London, 1965.
- PLUTARCH** ❖ Plutarch, *Makers of Rome*. Trans. Ian Scott-Kilvert. Penguin Books: New York, 1965.
- TACITUS** ❖ Tacitus: *The Annals of Imperial Rome*. Tran. Michael Grant. Penguin Books: London, 1996.
- AUG** ❖ *Kolbe Academy Study Guide to St. Augustine*. Kolbe Academy Press: Napa, 2014.
- LIVY EH** ❖ *Kolbe Academy Study Guide to Livy's Early History of Rome*. Kolbe Academy Press: Napa, 2006.
- LIVY WH** ❖ *Kolbe Academy Study Guide to Livy's War with Hannibal*. Kolbe Academy Press: Napa, 2014.
- PLUT** ❖ *Kolbe Academy Study Guide to Plutarch*. Kolbe Academy Press: Napa, 2014.
- TAC** ❖ *Kolbe Academy Study Guide to Tacitus*. Kolbe Academy Press: Napa, 2006.

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;	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

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 Republic is established		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).
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		
<p>↪ Key Points</p> <p>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:</p>				
<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <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 style="vertical-align: top; width: 50%;"> <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.
<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. 			

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 an 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