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COURSE OVERVIEW & LEARNING OBJECTIVES

COURSE SYNOPSIS: This course is designed to meet the needs of graduate students in History who have not yet developed a solid background in Roman History (especially those who will be teaching it). As such, it will consist of:

- 1) one part intensive survey course, complete with textbook and readings from a wide sampling of literary sources from ancient Rome, including extensive readings in and about the work of Rome's most important historians;
- 2) one part practicum, in which you will practice close readings in and critical writing about these sources;
- 3) and one part research seminar, for which you are required to write a research paper on a Roman *historian or historiographical problem* of your choice and contribute to discussion boards on a regular basis.

Regarding content for Part (1), we will examine Rome's political and social history from the Regal period to the age of Constantine and beyond. We will consider how Rome came to rule the Mediterranean world, paying special attention to her political transition from a Republic (governed by Senate, elected magistrates and popular assemblies) to a Principate (ruled by emperors), a period dominated by people like Pompey, Caesar, Augustus and Nero. Through your readings, critical analysis papers, and our discussion boards, you will also explore the social, economic and political consequences of Rome's Mediterranean-wide hegemony; the limitations to Rome's power; the Roman cultural institutions that helped 'Romanize' Europe and the Western Mediterranean; and factors that led to the fall of Roman rule in the West.

COURSE GOALS & LEARNING OUTCOMES:

By participating in class discussion boards and reading, researching, and writing about primary documents, students will:

- 1) Acquire a broad conceptual framework of Roman History in which to situate an understanding of the concerns, methods, and styles of ancient historians and biographers;
- 2) Learn to use ancient evidence to formulate their own arguments about problems in Roman history; and
- 3) Practice the craft of writing on historical / historiographical problems using ancient sources.

IMPORTANT INFORMATION ABOUT ONLINE GRADUATE COURSES

General: Although this is a distance education course, you will not be able to take it at your own pace. It is set up with a rigorous schedule of readings, projects, and participation / discussion as with any grad course. Indeed, online courses often require a greater time commitment in terms of active participation (especially due to asynchronous, online "board discussions"), hence, more personal discipline to complete the course successfully.

Reading and Time Management: To be successful in this course, you must read all the assigned materials, participate fully in discussion boards, and turn in writing assignments on time (see schedule). Failure to do so can lead to a failing grade, or removal from the class in the case of failure to log on or respond in the first week. So...

- 1) Expect to devote at least 10 hours / week to this course; more if you type, write or read slowly.
- 2) Be prepared to read 200-300 pages of textbook, ancient sources, and articles / chapters per week (not including your research materials). This is an important time consideration to keep in mind for this or similar courses.
- 3) Deadlines for writing assignments are firm (although there is some flexibility for the shorter critical analysis papers). It is difficult to "catch up later" in a course like this, so plan / balance your time accordingly.
- 4) Plan your reading schedule so you may finish in a timely fashion and participate meaningfully in discussion boards (starting in Week 2), as well as complete any writing assignments due. The Schedule below should help you there.
- 5) Recognize when you are running into difficulties and consult with your instructor as early as possible.

Technology:

- 1) Make sure that your computer equipment and software can run the latest version of Blackboard.
- 2) Have a back-up plan for internet access (library, café) as you need to be able to participate every week.
- 3) If you don't already know how to use blackboard, take the orientation courses provided by WKU's I.T. dept. (www.wku.edu/online/orientation/index.php).
- 4) Only use official WKU email accounts for all correspondence with me; always put HIST 605 in the subject line.

REQUIRED TEXTS

(Online / PDF versions of the Ancient Sources and Supplementary Readings are also provided for convenience)

- ***Romans (2012):** Boatwright, Gargola, Lenski & Talbert. *The Romans (2012). From Village to Empire. A History of Ancient Rome from Earliest Times to Constantine.* Second Edition. Oxford 2012. ISBN 0199730575.
- ***Caesar, The Gallic War.** Carolyn Hammond, transl. Oxford World Classics (OWC). ISBN 9780199540266
- ***Livy, The Rise of Rome. Books One to Five.** T. J. Luce, transl. OWC. ISBN 9780199540044
- ***Plutarch, Roman Lives.** Robin Waterfield, transl. OWC. ISBN 9780199537389
- ***Sallust, Catiline's Conspiracy, The Jugurthine War, Histories.** W. Batstone, transl. OWC. ISBN 9780192823458
- ***Suetonius, Lives of the Caesars.** Catharine Edwards, transl. OWC. ISBN 9780199537563
- ***Tacitus, Agricola and Germany.** Anthony Birley, transl. OWC. ISBN 9780199539260
- ***Tacitus, The Annals.** J. C. Yardley, transl. OWC. ISBN 9780192824219
- ***Virgil, The Aeneid.** F. Ahl, transl. OWC. ISBN 9780199231959

NB 1: The books with an asterisk (*) are sold through the WKU Bookstore as a bundle under a single ISBN to save you money.

NB 2: All of the readings in the *ancient sources* contained in the assigned texts are also available on: **Blackboard: Readings.** (mostly PDFs of older, public domain translations). There is, therefore, no excuse for not reading course assignments!

REQUIRED LEARNING ACTIVITIES / ASSIGNMENTS

Assignments	Points	(%)	Date Due
1. Class Participation / Discussion Boards	100	(10%)	(ongoing)
2. Critical Analysis Paper 1: Analyze Professional Article (1000 words)	50	(5%)	See Schedule
3. Critical Analysis Paper 2: Compare Ancient Sources (1500 words)	100	(10%)	See Schedule
4. Critical Analysis Paper 3: Compare Anc. + Mod. Perspectives (2000 words)	150	(15%)	See Schedule
5. Research Project (RP) 1: Proposal+Thesis Statement	20	(2%)	See Schedule
6. RP2: Annotated Bibliography (5 articles + 5 books) (2000 words or approx. 200 words/item)	150	(15%)	See Schedule
7. RP3: Detailed Outline	30	(3%)	See Schedule
8. RP4: Research Paper (5000 words, double-spaced)			
NB: word-count never includes titles, footnotes, or bibliography	400	(40%)	See Schedule
Total Possible Points	1,000	(100%)	

POINTS EARNED:	900-1000	800-899	700-799	600-699	<600
= FINAL GRADE OF:	A	B	C	D	F

ASSIGNMENTS

CLASS PARTICIPATION / DISCUSSION BOARDS

To properly participate in the discussion boards (posted approximately 10 of the 15 weeks), you will need to post a minimum of three (3) comments per discussion — one original post and two responses to the posts of your fellow students — spaced apart by at least an hour, no more than two per day. To do well, you must participate actively, use direct references to the texts assigned that relate to the discussion, and demonstrate critical / analytical thinking (it's not appropriate to merely summarize/paraphrase/repeat the readings or repeat what another student has said).

For the purposes of Discussion Board(s), a week begins — discussion opens — at 8 a.m. on Monday and ends at 12 p.m. on Sunday. Try to post at least once *before noon* on Wed. of each week (to get the ball rolling), and at least once after Wed. (to keep it rolling), and no more than 2x/day. This is the “class” or “seminar” portion of the course, so you must keep in mind 1) that you are conversing with your peers as well as your instructor and 2) that you should plan on spending approximately 3 hours a week in this conversation (just as if you were in a classroom for a 3-hour seminar).

What should be discussed? Discussion questions based on the week’s readings will be assigned most weeks. These should provide guidance, with added detail or revised questions as deemed necessary in the course of the “conversation”. **NB:** “Missing” class by not participating in the discussion boards will affect your grade negatively, including failure of the course if participation is particularly low.

ASSIGNMENTS

CRITICAL ANALYSIS PAPERS 1-3:
General Introduction, Instructions, and Rubrics

The study of history is not just the recording of facts, but also the interpretation of evidence. In your critical analysis papers you will attempt to interpret or analyze the evidence relating to an historical problem, relying on your own powers of analysis and argumentation. These assignments will help you hone critical thinking and writing skills. As such, you must not “tell a story.” Assume that your reader is familiar with the narrative or “plot” of the article, sources, and historical sequence of events that you are discussing. **Your job is one of analysis and interpretation, not narration.**

These critical thinking and writing exercises, therefore, require your best, *thoughtful*, analytical response to the questions provided with the assigned readings, employing evidence from the ancient and/or modern source(s) to support your responses. There will be no “make-up” papers or assignments, nor any rewrites, so plan ahead to do your best possible work on each one.

Structure: Even though the essay prompts provide a set of questions to answer, each Critical Analysis Paper *must* have:

- 1) an introduction that sets the scene for your discussion, i.e., briefly state the problem that you are writing about, and include a proper, argumentative thesis statement at the end of the intro paragraph;
- 2) a main body covering as many points as needed to fully answer the questions using evidence and argumentation;
- 3) and a proper conclusion that summarizes your findings and reflects on possible conclusions based on them).

STYLE & MECHANICS

Title: Does your title indicate the main argument of your paper? (*never* use “Essay 1” or “History Paper” etc.)

Thesis: Do you present a thesis that is easily identifiable, plausible, and clear? Does it indicate what your paper will argue?

Logic & Argumentation: Do you use logic to construct a reasonable argument that supports your thesis? Does your argument flow logically and clearly from point to point? Do your paragraphs provide clear and logical support for your topic sentences?

Use of Evidence: Do you use relevant, accurate, historical examples from primary sources to support your argument? Do you properly integrate this evidence into your discussion? Do you properly cite your evidence sources at *all* times?

Identification of Ethical Issues: Do you identify different ethical perspectives related to your topic? Do you objectively discuss the assumptions and implications of those differing perspectives?

Quotations: Actual quotations from the assigned sources / articles will often strengthen your argument. However, a paper comprised *mainly* of quotations is *not* acceptable. Keep quotations short, 3-4 lines at most; try to achieve a balance between your own analysis and supporting evidence from the sources. **Quotations longer than two (2) lines must be block-quoted.**

Citations: Do you cite your ancient and modern evidence, *whether quoted or only summarized in your own words*? For instructions on proper citation, see below.

Grammar: Is your diction, punctuation, and grammar correct? Do you use the correct citation format for all of your sources?

Length: Do you meet or exceed the minimum word count for the assignment? (Note: word count does *not* include footnotes).

Fonts: Is your paper written in Times New Roman 12 pt.? If not, change it before you submit it!

GRADING RUBRIC FOR CRITICAL ANALYSIS PAPERS:

Evaluation: Your paper will be graded not only on content and use of evidence, but also on grammar and style.

NOTE: Late Papers will only be accepted with a legitimate, properly documented excuse, e.g., illness or family emergency.

The scale set forth below assumes that all work is submitted on time:

- A **Excellent quality** (well-written, detailed, insightful, well-supported with evidence, properly cited)
- B **Good to very good** (well-written, some detail, occasional insights, adequate use of sources, properly cited)
- C **Adequate** (average quality; inconsistent, overly general discussion; little use of / reference to evidence; properly cited)
- D **Inadequate** (poorly written, very inconsistent, insufficient content/depth, little to no use of evidence, improperly cited)
- F **Extremely Inadequate** (very poorly written, little to no relevant content, failure to properly use evidence/cite sources.)

More detailed information on the Critical Analysis Paper topics—i.e., what you need to write *about*—is available with each assignment (see above).

ASSIGNMENTS

PROPER CITATION OF ANCIENT SOURCES

Using Chicago style AND Standard Citation Styles for Ancient Authors:

Citing MODERN Authors:

First footnotes must be a complete Chicago style footnote (i.e., full bibliographic entry); in subsequent footnotes for that work, you need to cite only the author and page number. To learn Chicago style citation, see *WKU History Department Style Sheet for Citation* posted on Blackboard: Assignments.

Citing ANCIENT Authors:

First footnotes must be complete Chicago style footnotes, *including* the appropriate source citation; subsequent footnotes cite only Author, Work, Book and Chapter as below. The first example is from Plutarch. Your first footnote should look like this:

¹ Plutarch, *Roman Lives*. R. Waterfield, translator (Oxford 2009): *Life of Tiberius Gracchus*, 10.

Note that the "10" refers to "Chapter 10" in the *Life of Tiberius Gracchus* (it starts on page 90 of this particular book).

Because different translations have different pagination, **you should not cite ancient authors by page number, but by the book / chapter divisions established centuries ago**. Your second footnote for the same author and work should look like this:

² Plut. *Ti Gracc.* 15

For a book that has selections from multiple ancient authors, such as Mellor's "Historians," footnotes should look like this (referencing Appian's *Civil Wars*, Book 1, chapters 12 and 15):

¹ Appian, *The Civil Wars* (selections from Book 1), in R. Mellor, *The Historians of Ancient Rome. An Anthology of the Major Writings*, 3rd ed. (Routledge 2013), 478-490. App. Civ. 1.12

² App. Civ. 1.15

Note that the two Appian citations (for *Civil Wars*, Book 1, Chapters 12 and 15, are found in Mellor's *Historians* on pages 482-3 and 484. But in both cases, you would cite by book and chapter divisions as found in any translation of Appian's work. The only time to put in page numbers is for the first footnote, showing the pages on which the selections from Book 1 may be found.

Finally, some additional examples of ancient author / work abbreviations from several authors whose work you will encounter in this course:

Plut. Caes. 26 = Plutarch, *Life of Caesar*, ch. 26

Plut. Cat. Mai. = Plutarch, *Life of Cato the Elder*

Plut. Ti Gracch. = Plutarch, *Life of Tiberius Gracchus*

Plut. C Gracch. = Plutarch, *Life of Gaius Gracchus*

Plut. Mar. = Plutarch, *Life of Marius*

Note the additional standard abbreviations below:

Plut. Sull. = Plutarch, *Life of Sulla*

Plut. Pomp. = Plutarch, *Life of Pompey the Great*

Plut. Brut. = Plutarch, *Life of M. Iunius Brutus*

Plut. Ant. = Plutarch, *Life of M. Antonius*

Sall. Cat. 1 = Sallust, *Catilinarian Conspiracy* ch. 1; **Sall. Jug. 1** = Sallust, *Jugurthine War*, ch. 1

Suet. Aug. 19 = Suetonius, *Life of Augustus*, ch. 19.

NB: *Jul., Tib., Calig., Claud., Ner., Galba, Otho, Vit., Vesp., Titus, Domit.*

Tac. Ann. 1.1 = Tacitus, *Annals*, Book 1, ch. 1; **Tac. Hist. 1.1** = Tacitus, *Histories*, Book 1, ch. 1

NOTE: If an author wrote only one work, you need not mention the work itself when citing it, just author, book.chapter.section.

ASSIGNMENTS

INSTRUCTIONS FOR PAPER 1

Critical Analysis of 20+ pp scholarly article on Rome's Punic Wars; 1000 words *minimum*, 50 pts (5%)

This is a formal essay in which you will practice critical analysis of modern scholarship.

1) Find and read a scholarly article:

Choose an article about a person, event, series of events, or problem concerning or caused by the Punic Wars (Rome's 3 wars with Carthage between 264 – 146 BCE). The article you choose should cover at least one of the following areas:

- Historiography of the **Punic Wars** (articles on our historians (Polybius, Livy) or biographers (Plutarch) of the Punic War era;
- Historical problems or controversies of the **Punic Wars** (e.g., who provoked the Second Punic War, Rome or Hannibal; Rome's provocation of the Third Punic War, etc.)
- Persons of note — men or women — in the period 264 – 146 BCE (e.g., Fabius Maximus, Scipio Africanus I or II, Hannibal)
- Political, Military, or Economic problems/crises of the **Punic Wars** (e.g., naval power; changes in Roman government and economy; military, logistical, or technological problems or advances, etc.). See your textbook for other topics to pursue.

2) How to find an article to meet the assignment:

There are two ways to find an article: one is to perform a key word search in the [Classical Studies section of JSTOR's website](http://www.jstor.org.libsrv.wku.edu/subject/classicalstudies) (<http://www.jstor.org.libsrv.wku.edu/subject/classicalstudies>); the other is to access and browse the tables of contents of approved peer-reviewed journals (listed on Blackboard: Writing Assignments). In *all* cases, the article you choose must ultimately come from one of the approved peer-reviewed journals.

Your article must be at least 20 pages long (not including bibliography or illustrations), and published after 1980.

It must be an original piece of scholarly work with its own central argument, NOT a book review (even if in an approved journal; papers based on book reviews will receive a zero for the assignment).

3) Write a formal essay in which you:

BRIEFLY summarize AND critically assess the article in terms of overall argument and effectiveness in persuading the reader (you) to the author's viewpoint. To indicate that you have understood and critically evaluated the author's argument, you must answer all of the guiding questions below. Back up your evaluation with specific references from your text in Chicago-style footnotes (for which see the WKU History Department Style Sheet for Citations on Blackboard).

a) Guiding Questions:

Use evidence from the article to answer all of the following questions (papers that do not clearly and fully address each of the questions will not receive top marks, no matter how well written).

- ___ What is the central argument of the text in question? Summarize the argument in 300 words or less (papers that are mostly summary of the article will receive few, if any, points).
- ___ What does the author claim his/her article provides in terms of advancement in his/her field of study? (e.g., the study of ancient authors who wrote about the Punic Wars, a better understanding of Hannibal's logistical challenges, etc.)
- ___ In what ways does the author comment on/correct the work of other authors in his/her field? Give examples.
- ___ In what ways does the author use evidence (ancient AND modern) to support his/her argument? Give examples.
- ___ How persuasive is the author in his/her overall argument / essay? Explain.
- ___ Offer your assessment of how this article confirms and supports, adds to, or contradicts the discussion in your main textbook (Boatwright et al., *The Romans*) for this period.

b) Citation. You MUST provide citations for quotes AND paraphrased material from the article.

- ___ Include a full JSTOR URL in your first, Chicago style footnote (see below on PROPER CITATION OF SOURCES).
- ___ Attach to your paper a hard copy of the article you reviewed when you turn in your assignment on the due date.

ASSIGNMENTS

INSTRUCTIONS FOR PAPER 2

Critical Analysis of Ancient Source + Synthesis of Data/Evidence: 1500 words *minimum*, 100 points (10%)

This is a formal essay in which you will practice critical analysis of two (2) *conflicting* source materials about an axial event in Roman republican history. You will restrict your research to the assigned primary source materials, as this assignment is an exercise in close reading and critical thinking about, and interpretation of, ancient documents (in translation). *You do not need to, nor should you, read or refer to other works.*

Required Readings:

Plutarch, *Tiberius & Gaius Gracchus* (also @ PDFs on BB: Readings: Plutarch)

Appian, *Civil Wars* 1.1-26. **Note:** Both sources are available on Blackboard: Readings: Appian or Plutarch.

Objective:

Accounts of this period are not as full as they are for others. Two of the best sources are by Plutarch and Appian, but they do *not* agree in all particulars, which makes working out actual events, motivations, etc., a challenge for modern historians. The following questions will introduce you to some of these problems, and help you learn to think critically about them.

Background:

A major historical theme of the late-2nd century is the growing discontent among Rome's poorer citizens over their displacement by the rich in Italy's countryside. They were losing both access to the *ager publicus* (public lands acquired through conquest) and their own farms and homes because of a relatively few powerful men, members of Rome's ruling elite. Tiberius and Gaius Gracchus, who were also part of this ruling elite, took upon themselves the task of redressing these and other wrongs by using the traditional powers held by Tribunes of the Plebs in new and aggressive ways. Both were initially successful, but each lost his life in violent riots fomented by fellow elites who resented losing their ill-gotten wealth (133 and 121 BCE). Rather than eliminating the source of their irritation, however, the elite only staved off what would ultimately end in their overthrow by more powerful popular leaders to come.

Assignment: Use evidence from the assigned primary source readings to answer all the following questions about differing treatments of the career and death of Tiberius Gracchus:

1. According to *Appian* and *Plutarch*, what were the *main* problems besetting the masses before Tiberius' tribunate? Which author provides a better overall understanding of *societal* problems (the big picture)? How and why? Provide examples.
2. How do the authors' descriptions of Tiberius' motivations differ? Whose account is more plausible and why? Provide relevant examples / details.
3. Which author puts Tiberius in a more positive light when he is deposing his colleague, M. Octavius, from the tribunate? Why might he do so? Provide comparative details (look for "spin" or bias in each account).
4. In what ways do the two accounts of Tiberius' murder differ in terms of people, locations, order of events, results? Which author pays attention to portents or omens? How do these affect the *tone* of his narrative? Why might he include them?
5. Finally, based on the general tone each author takes towards Tiberius Gracchus, what might you be able to say (or speculate) about the authors' own political outlook? Base your answer on the evidence of each author's treatment of Tiberius' death and the aftermath. For this question, you may also incorporate information from the Waterfield and Carter intros (please remember to cite them properly *wherever and whenever* you use *their* ideas).

Be specific in your answers. Provide proper citations for all evidence, even when paraphrased!

See below for specifics on citation.

Helpful tips for success on this assignment:

- Read both passages closely, as you need to compare and contrast events asked about in the questions.
- Make a list or chart to help keep track of what each author writes about these events.
- *Keep in focus the demands of different genres—Biography (Plutarch) vs. Historical Monograph (Appian).*
- Pay close attention to tone, spin, etc., as well.

ASSIGNMENTS

INSTRUCTIONS FOR PAPER 3

Critical Analysis of Ancient Sources + Modern Scholarship: 2000 words *minimum*, 150 points (15%)

This is a formal essay in which you will practice critical analysis of *several conflicting* source materials about an axial period in Roman republican history. Please restrict your research to the assigned materials, as this assignment is (mostly) an exercise in close reading and critical thinking about, and interpretation of, ancient documents (in translation). You will also assess / incorporate a related modern article.

Required Readings (from the Syllabus) (It might also be useful to re-read the intros to each ancient author)

Caesar *Gallic War* Hammond's Introduction, pp. xi-lxiii (also @ BB: Readings: Caesar)

Caesar *Gallic War* 1.1-54 (self-justification); 5.12-14 & 6.11-28 (ethnographies)

Plutarch *Life of Caesar* (also @ BB: Readings: Plutarch)

Suetonius *The Deified Julius* (also @ BB: Readings: Suetonius)

Cassius Dio, *History* 38.31-50; 39. 1-5; 39.47-53; 40.1-11; 40.31-44 (@ BB: Readings: Cassius Dio)

Seager (2003) "Caesar and Gaul... Perspectives..." (PDF @ BB: Readings: Caesar)

Objective: To learn how to navigate through various historical sources commenting on the same event, but at different times with different objectives. You will compare the treatment of the Gallic War in Caesar's commentary (at least on the first part of the war) with the treatments by his biographers, Suetonius and Plutarch, historian Cassius Dio, and modern scholar Robin Seager.

Background: Caesar should already be a familiar figure to you. Son of an ancient but not recently distinguished patrician family, Julius Caesar had birth, brains, and backing (which he increased adroitly over time). Above all, he had ambition and a will to see it fulfilled. As Marius' nephew and a youthful witness of Sulla's dictatorship, Caesar well learned the lessons of popular politics and how to wield a client-army against the state. But that came later. First, he had to get an army and a command that would allow him to acquire spoils of war (captured wealth) which, when distributed to his army, would increase their loyalty to him above all other persons or abstract institutions. As consul in 59, Caesar "persuaded" tribune P. Vatinius to pass a law granting him a 5-year proconsular command in Gaul (like the special commands granted to Pompey through tribunician legislation a few years earlier, e.g., the *Lex Gabinia* of 67 and the *Lex Manilia* of 66). The trick was to create a war where none existed in order to acquire tremendous wealth: to pay back massive loans, fund future ambitions, and buy his army's loyalty. So, he picked a fight with the Gauls.

Assignment: Use the assigned passages to answer the questions below, keeping in mind each author's background and genre.

1) Caesar:

- In *Gallic Wars* Book 1, where do you feel Caesar is straining for self-justification (or not)? Explain.
- Does he offer a good defense for his actions in going to war with the Helvetii and others, or not? Explain.
- What value might these commentaries have for modern historians (or ethnographers)?
- Since these commentaries are autobiographical, one has to beware of self-aggrandizement, covering over mistakes, etc. Where do you suspect this might be happening in your reading selection?

2) Suetonius:

- In Suetonius' biography of Caesar, how does his discussion of the Gallic War (chs. 20-32) compare to his discussion of other events in Caesar's life? How much weight or importance does he place on this period? Explain.
- How does Suetonius approach his narrative of the Gallic War? What elements of the war does he focus on or ignore? How much detail does he include about battles, exploits, and the like? Explain, and give examples.
- What does Suetonius say (or imply) about Caesar's justifications for the war? What 'tone' does he take on it?
- What impression would you have of Caesar's Gallic conquests if Suetonius were your only available source?

3) Plutarch: Now answer questions 2a-2d for Plutarch's biography of Caesar (he addresses the Gallic war in chs. 18-27).**4) Cassius Dio** (3rd c. CE author of a Rome's entire history, from its origins to ca. 220 CE) discusses events following an "annalistic" model (year-by-year). Please answer the Questions 2a-2d for the selected reading from his work.**5)** How closely do authors Suetonius, Plutarch and Cassius Dio seem to follow Caesar as a source for their discussion of the Gallic wars? Give examples / explain. Consider also their audiences and the language they wrote in (Latin OR Greek).**6)** Which authors (2-4) seem to be using sources other than Caesar? Give examples / explain.**7)** Finally, give a brief summary of Seager's article, then explain how and in what ways his work — and Carolyn Hammond's intro — aid your understanding of the methods / biases / interests of Caesar and the other assigned ancient authors.

ASSIGNMENTS

INSTRUCTIONS FOR RESEARCH PROJECT

4 Parts, 600 points (60%) total. NOTE: Additional guidance and examples may be found on Blackboard

General Overview

This project combines the skills learned for and used in Papers 1 through 3. The main component of this assignment is the research paper itself, but the overall project will be written and submitted in stages throughout the second half of the semester to provide opportunities for feedback / redirection. Each student will develop and undertake a research project on a topic or problem in ancient Roman History (political, social, military, or gender) or Historiography (e.g., the writing of history) **based primarily on the evidence of primary sources.**

Your research project will involve further investigation into a question raised by our course material(s). First, choose an area about which you would like to learn more. By Week 9, when your research proposal is due, you will need to have identified an open question in that area on which modern scholars are currently working.

THE RESEARCH PAPER: You do *not* need to resolve this scholarly debate, but your research paper *should* do the following:

- 1) **explain** the background of the topic you are investigating and the scholarly discussion on that topic;
- 2) **identify and explain why** this particular issue is significant for and still debated by modern historians of ancient Greece;
- 3) **determine and explain** what the main points of contention or difference are that keep the scholarly debate going;
- 4) **analyze and discuss** the ancient sources for the topic in question and what *their authors* say about the issue;
- 5) **explain** what *your analysis* of the ancient sources and modern scholarship leads *you* to conclude about the problem; and
- 6) **provide your conclusions** about the issue under debate.

SOURCES, Ancient (2+): Your topic must be covered by *at least 2* or *3 substantial* ancient sources for comparative purposes.

SOURCES, Modern (10+): While ancient primary sources *must* be the *main* evidence for your topic, the topic must also be one on which modern Roman Historians are *currently* working, i.e., discussed in professional, scholarly publications AFTER 1990.

Your modern sources should provide differing perspectives on your chosen topic (for example: marriage laws or sex & gender in Rome; the judicial reforms of Sulla; the nature of Caesar's dictatorship, Augustus' religious reforms, slavery and economy, the role of imperial women, etc.). Your modern sources should also demonstrate some variety, i.e., a combination of scholarly books AND articles. **You may not use your Boatwright textbook for any part of this project except generating ideas for a topic.**

STYLE: See the online [Writing Guide for WKU History Essays](https://www.wku.edu/history/writing/writing-guidelines.php). (<https://www.wku.edu/history/writing/writing-guidelines.php>)

RESEARCH PAPER Part 1 (RP1): PROPOSAL / THESIS (subject to revision). 20 pts (2%).

- 1) Write a description of the research topic-debate you plan to investigate in your paper (around **300 words**). Keep it tightly focused; overly broad topics are often impossible to address in a 5000-word paper. Be sure to write in a direct, formal manner. This is the start of a formal research project, so set a "professional" tone now.
 - a. Answer the following questions in separate paragraphs (this can only be done with preliminary investigation, on which you should have begun work at least a few weeks before the due date):
 - i. Why is this question significant to the specific field? (this requires previous reading, not just guesses)
 - ii. Which ancient authors discuss this topic / event / institution / person? What sources will *you* be using?
 - iii. What do you already know about this topic based on the reading you have done to prepare for this proposal?
 - iv. What will you need to investigate further? (based on additional bibliography found while reading up on your topic)
- 2) Provide a (preliminary) thesis statement, i.e., state what you intend to investigate *and* will *try* to argue in your paper.

ASSIGNMENTS

RESEARCH PAPER Part 2 (RP2): ANNOTATED BIBLIOGRAPHY (2000+ words). 150 points (15%)

This should include your relevant ancient sources PLUS ten (10) secondary sources (e.g., 5 modern articles and 5 modern scholarly books) minimum; *do not include assigned textbooks*.

- You are NOT limited to 10 items for your research project; this the minimum number you must write about (in addition to writing about your relevant ancient source).
- Use JSTOR, Inter-Library Loan, your local library, and other resources to obtain access to relevant scholarly books for your research, rather than using journal articles only.
- Aside from the multitude of ancient sources provided on our Blackboard website, you can access additional translations of ancient sources on Roman History at *Perseus* (<http://www.perseus.tufts.edu>) and *Lacus Curtius*, "Greek and Roman Authors" (<http://penelope.uchicago.edu/Thayer/E/Roman/Texts/home.html>)
- **PLEASE NOTE:** Book reviews, lecture reviews, articles from popular magazines, newspapers, and especially websites are NOT appropriate for use in this project, and will not be counted towards completion of the assignment if used.

Annotated bibliographies provide an overview of each of the major sources, books or articles you will use for your project. The annotations have two functions: (1) to indicate to your reader(s) that you have read, understood and evaluated each text within the context of your project, and (2) to help your readers decide whether these texts might be useful for their own research. Thus, your role is both to summarize and **evaluate** your resources while locating them within the context of your research.

The following questions may be applied modern texts; most may be applied to the ancient source texts you will use as well. You do not necessarily need to answer directly each question in each annotation, but it must be clear that you have considered these issues carefully. Back up your evaluation with specific references properly footnoted.

- What is the central argument of the article or book in question? Try to summarize its argument in three or four sentences.
- What part(s) of the article or book may be applicable for the specific project that you are working on? Be sure to *explain how* or *why* the ideas connect to your project.
- What part(s) of the article or book seem problematic? I.e., were there parts that were not well documented, poorly argued, or self-contradictory? Explain.
- How does this article or book *connect* to *other* texts on your list? Explain.
- Were there related ideas? Did one text attempt to comment on or correct another?
- Does this particular work provide a link between concepts that you have not seen mentioned elsewhere?
- Offer your assessment of the ways in which other researchers might benefit from reading it.

RESEARCH PAPER Part 3 (RP3): DETAILED OUTLINE (subject to revision). 30 points (3%).

Develop a working outline for your paper that reflects your organizational strategy at this point in your process. It is not written in stone: you are free to rearrange, delete, or supplement the ideas that you include here. The outline should also have a well thought out thesis statement at its head, and a provisional conclusion at the end (this may change over time as your thinking on the topic matures, but you should already have some notion of how you intend your argument to end up).

1. Your outline is a map of your paper. It must begin with a thesis statement, formulated as an "argument" delineating your position (which side of the argument you are going to support in the course of your essay). **Please put your thesis statement in bold type so that it is easy to discern.**
2. Divide the outline into introduction, main body (with sub-arguments clearly separated), and conclusion sections, to help you organize your thoughts (. If you have never written an actual, formal outline, please GOOGLE some examples).
3. Your outline **MUST** include several quotes and/or citations that you plan to use to support your argument. It is not necessary to include *all* the citations that you intend to use; 4 or 5 should suffice as an indicator.
4. As with the final paper, **grammar and spelling count in the grading of this exercise.** I will not be grading on style, since this is not a formal paper assignment, but complete sentences should be used at all times.

The purpose of this exercise is to encourage you to think about your paper before the day it is due, and to give me the opportunity to remark on your work and provide feedback before the final product On the basis of this assignment, students who seem to be struggling with their topic may be asked to meet with me (in person or on the phone) on a one-to-one basis to discuss their paper.

ASSIGNMENTS

RESEARCH PAPER (RP4): Paper (5,000 words *minimum*). 400 points (40%).

Note: you will receive credit for this part of the project only if you have completed and turned in the other parts of the research project, including the first version, on time!

For the questions to cover in your research paper, refer to "The Research Paper" in the "General Overview" on Page 8.

See WKU History Departments' [Guidelines For Writing History Essays](#) (online) for formatting instructions; see also below for additional help on content and citation.

COURSE POLICIES — ACADEMIC HONESTY

Every student is required to demonstrate academic honesty and integrity in all aspects of this course, as outlined in the [Statement on Student Rights and Responsibilities](#) (WKU 2014–2015 Undergraduate Catalog, 346–7). Violations of this policy include the following (WKU 2014–2015 Undergraduate Catalog, p. 352, Academic Offenses; see also pp. 32–3):

"Academic Dishonesty—Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility of withdrawal. The faculty member may also present the case to the Office of the Dean of Student Life for disciplinary sanctions.

"Plagiarism—To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism" [See #2, 3].

"Cheating—No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination."

"Other Type of Academic Dishonesty—Other types of academic offenses, such as the theft of sale of tests, should be reported to the Office of Judicial Affairs at (270) 745–5429 for judicial sanction."

Plagiarism in Essays and Other Written Work: In all writing assignments, including quizzes, exams, and formal papers, you must avoid any form of plagiarism, including but *not* limited to the following types of plagiarism:

- Submitting *previously graded work* of your own from this or another course;
- *Directly copying* or paraphrasing part or all an assignment from another student's work;
- *Directly copying* from print or internet sources of any kind without using quotation and/or proper citation;
- *Paraphrasing* concepts or ideas from print sources or internet websites of any kind *without providing proper citation*;
- Having *anyone other than yourself* write your paper for you, whether for payment or for free, whether by online services, correspondence services, friends, families, fellow students, Big Red, anyone at all.
- **Group Work:** The purpose of writing assignments is to develop *your* ability to think critically *as an individual*. Therefore, your work cannot be the result of group work, even at the level of simply discussing the primary sources with fellow students, since you risk having your ideas plagiarized or plagiarizing someone else's ideas. In the case of clear group work the individual assignments, essays, or exams of each student involved will be treated as plagiarized.

Any of the above will result in a zero for the assignment and, possibly, the course. Refer to the links on plagiarism in our *Writing a History Essay* site (on Blackboard) for a fuller discussion of what can and cannot be considered your own work.

Summaries: The following practices render the essay not your own except for the processes of paraphrasing and summarizing: 1) overusing concepts or ideas from print or web sources, even when cited; or 2) merely paraphrasing or summarizing secondary material and/or the introductory material to primary documents, even when cited. Such essays, because they involve little to no intellectual or analytical work beyond the act of restating someone else's ideas, will also receive a zero.

All student work may be checked using plagiarism detection software, such as SafeAssign (instructions on Blackboard). Definitions of plagiarism and cheating given on this syllabus, on supplemental handouts, or by written or verbal instruction from the professor are binding on *all* students. See also *Academic Honesty* and *Plagiarism in Essays and Other Written Work*, above.

COURSE POLICIES — HOUSE RULES

Absences (from Discussion Boards) Excused: Absences may be excused for the following, properly–documented reasons:

Serious accident, illness, or medical emergency involving the student. Documentation: *Original* police report, hospital documents, doctor’s letter, etc.

Scheduled medical/dental procedures involving the student. Documentation: *Original* letter on official letterhead, signed and dated by your physician. Inform your professor of scheduled procedures, in writing, within the first two weeks of class.

Scheduled participation in a university–sponsored event. Documentation: *Original* letter—in advance of the event—on official letterhead from and signed by your WKU coach, ROTC Commander or Faculty Advisor.

Death of a family member. Documentation: *Original* funeral program, obituary, etc.

NOTE: Students who fail to log onto Blackboard during the first week of class will be dropped from the class.

Absences–Extended: If you must leave the university for an unspecified amount of time and will miss a significant number of class sessions, you or your family should contact the Academic Advising and Retention Center at (270) 745–5065 so that an Emergency Notification may be sent to *all* of your instructors.

Late Work: Unless due to an excused absence, assignments not turned in or completed on time will be penalized 5% of the total possible points for every calendar day they are late. Be sure to plan ahead to turn in assignments in on time.

COURSE POLICIES — ADDITIONAL ASSISTANCE

SUBJECT-SPECIFIC RESEARCH: WKU Libraries (by appointment)

WKU Libraries’ subject specialist faculty members can help you any time you have a paper or project. They can help you get started with your research, help you with the online and print resources, etc. Librarian Dr. Brian Coutts is our History Specialist.

WRITING: On–Campus and On-line Writing Center

The Writing Center (Cherry Hall 123, M–Th 9–4, F 9–3, Cravens Library 4th floor commons M–F 4–9 pm) offers online consultations for students who live at a distance or who cannot visit during operating hours. Its writing tutors are trained to provide helpful feedback to students at all phases of a writing project: they can *help you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, properly integrate and cite sources, edit for clarity and correctness, and learn to proofread. They will *not* revise or edit the paper *for you*. To make appointments, call (270) 745–5719 during daytime operating hours (M–Th 9–4, Fri. 9–3) or visit the WKU Writing Center website (www.wku.edu/writingcenter).

STUDENTS WITH DISABILITIES

According to WKU Policy: *Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Disability Service office located in the Student Success Center in DUC A–200 in Downing University Center, telephone 745 5004 and TTY, 745 3030. Per University policy, please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.*

VETERANS OF THE U.S. ARMED FORCES:

WKU is a “Military Friendly School.” For more info, please visit WKU Veteran Services and WKU Veterans Upward Bound.

TITLE IX STATEMENT

WKU is committed to supporting faculty, staff, and students by upholding WKU’s Title IX Sexual Misconduct/Assault Policy (WKU Sexual Misconduct/Assault Policy) and its Discrimination and Harassment Policy (#0.2040: WKU Discrimination and Harassment Policy). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. **Please note** that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.

COURSE SCHEDULE

Note: This schedule is subject to revision as deemed necessary; advance notice will be given.

Mon., 1/29/18 Full semester classes – Last day to: add a class; drop a class without a grade; change a class from Audit to Credit; receive 100% refund for a class (refer to **Tuition and Refund Policy** online for additional information).

Fri., 3/xx?/18 Full semester classes – Last day to: drop a class with a W; change a class from Credit to Audit.

NOTE: Try to complete the "Topics" in the sequence presented below. The readings within each topic relate to one another, so are best read together; and, of course, the sequence of topics builds a chronological narrative that allows you to get the "big picture" of Roman History while also sampling the sources for each topic / period.

WEEK / Topics	Reading Assignments / ITEMS DUE
Week 1 (1/22–28)	Sources for Roman History; Early Italy & Rome (ca. 1000 to 509 BCE)
<i>Literary Sources, Historiography</i>	Mellor (1999) 1-29, 202-4 (PDF in BB: Readings: Mellor) Mellor (2013) – Intro xvi-xxviii (PDF in BB: Readings: Mellor) Coulston-Dodge (2000) 1-16, "Intro to Topography & Archaeology of Rome" (PDF on BB)
<i>Early & Regal Rome: Archaeology & 'Traditional' History</i>	Romans (2012) 1-42 (= Romans [2004]) (PDF) 1-48 = PDF in BB: Readings: Romans Coulston & Dodge (2000) 16-41, "Early & Archaic Rome" by C.J. Smith (PDF on BB) Livy , Translator's Intro & Book 1 (T. J. Luce version: hard copy or PDF on Blackboard)
Week 2 (1/29–2/4)	Struggle of the Orders; The Roman Conquest of Italy (509 – 270 BCE)
<i>The Early Republic & The Struggle of the Orders</i>	Romans (2012) 42-69 (= Romans [2004]) 48-75, PDF in BB: Readings: Romans Livy Books 2 & 3 (PDF on BB: Readings: Livy) The Twelve Tables (@ BB: Readings: Twelve Tables)
<i>Roman Confederation; Rome's Conquest of Italy</i>	Romans (2012) 69-86 (= Romans [2004]) 75-96, PDF in BB: Readings: Romans Coulston & Dodge (2000) 42-60 "The City of Rome in the Middle Republic (400-100 BC)" by T. J. Cornell (PDF on BB) Lomas (2004) 199-213 "Italy During the Roman Republic: 338-31 BC – Pre-Roman Italy & the Roman Conquest; Cities, Settlements & Colonies" (@ BB: Readings: Cambridge) Livy Book 5 (Luce version or online version: PDF on BB: Readings: Livy).
Week 3 (2/5–11)	Rome acquires a Mediterranean Empire (264 – 146 BCE)
<i>Conquest of the W. Mediterranean: Rome's Wars with Carthage</i>	Romans (2012) 87-109 (= Romans [2004]) 97-111, PDF in BB: Readings: Romans Lazenby (2004) "Rome and Carthage" (PDF @ BB: Readings: Cambridge) Polybius , Intro by McGing (also PDF @ BB: Readings: Polybius) Polybius , Books 1-3, 9.22-26 (also PDF @ BB: Readings: Polybius) Livy 21.1-2, 20-38; 22.3-7, 44-51; 30.28-37 (Mellor 185–220 PDF @ BB: Readings: Livy)
<i>Conquest of the E. Mediterranean: Rome's Wars in Greece & Beyond</i>	Romans (2012) 109-24 Livy 31.1-9; 33.6-10; 33.30-3; 33.38-40; 34.1-8; 38.37-8 (PDF Mellor 220-53; BB: Readings: Livy) Polybius "Maniples" and "3 rd Punic War" (PDF @ BB: Readings: Polybius)
	WRITING ASSIGNMENT DUE: CRITICAL ANALYSIS 1 of a peer-reviewed JSTOR article on the Punic Wars (50 pts) See Instructions in Syllabus (above) Due by 10 a.m. Monday 2/12 (Blackboard SafeAssign).

WEEK / Topics

Reading Assignments / ITEMS DUE

Week 4 (2/12–18)

*Running the Republic &
Governing the Empire*
(bridge)

*Results of Conquest:
Rome Hellenized and the
Bacchanalian Conspiracy*

The Consequences of Empire (200 – 150 BCE)

Romans (2012) 125-9 & 167-70

Brennan (2004) "Power & Process... Roman Constitution" (PDF BB: Readings: Cam-

Roman Republican Constitution (PDF @ BB: Readings)

Polybius Book 6 on the Roman (and other) constitutions (also in BB: Readings: Polybius)

Livy 34.1-8 (*Oppian Law*) (in **Mellor [2013]** 220-253 @ BB: Readings: Livy)

Romans (2012) 129-141

Gruen (2004) "Rome & the Greek World" (BB: Readings: Cambridge)

Livy 39.8-19 (*SC de Bacchanalibus* in **Mellor (2013)** 220-253 @ BB: Readings: Livy)

SC de Bacchanalibus (@ BB: Readings: **Mellor (2013)** *Inscriptions* pp. 4-5)

Plutarch *Cato the Elder* (PDF @ BB: Readings: Plutarch)

Week 5 (2/19–25)

*Results of Conquest II:
Economic Transformation
and Political Revolution*

*Rome & Italy Under Threat;
The Rise of Marius & Sulla*

Between Hammer and Anvil at Home and Abroad (ca. 150 – 86 BCE)

Romans (2012) 141-53

Ungern-Sternberg (2004) 89-95 "The Crisis of the Republic" (@ BB: Readings: Cambridge)

Lomas (2004) 213-219 "Italy During the Roman Republic: 338-31 BC – The Economy of
Republican Italy" (@ BB: Readings: Cambridge)

Appian *Carter's Introduction* (Penguin Classics version: PDF @ BB: Readings: Appian)

Appian *Civil Wars* 1.1-27 on the Gracchi (PDF @ BB: Readings: Appian)

Plutarch: *Waterfield's Introduction* (PDF in BB: Readings: Plutarch folder)

Plutarch *Tiberius & Gaius Gracchus* (also PDF @ BB: Readings: Plutarch)

Romans (2012) 154-70

Lomas (2004) 219-223 "Italy During the Roman Republic: 338-31 BC – The Social War
and its Aftermath" (PDF @ BB: Readings: Cambridge)

Plutarch *Marius* (all), *Sulla* 1-4 (also PDF @ BB: Readings: Plutarch)

Sallust *Batstone's Introduction* and *Jugurthine War* (also PDFs @ BB: Readings: Sallust)

Appian *Civil Wars* 1.27-75 (PDF @ BB: Readings: Appian)

WRITING ASSIGNMENT DUE: CRITICAL ANALYSIS 2

The Gracchi Brothers & Political Revolution (100 pts)

See Instructions in Syllabus (above)

Due by 10 a.m. Monday 2/26 (Blackboard SafeAssign).

Week 6 (2/26–3/4)

*Sulla's Constitution Made & Unmade
Rise of Pompey the Great*

*The Tumultuous 60s and
Catiline's Conspiracy*

Rise and Fall of the "Sullan Constitution" (88 – 62 BCE)

Romans (2012) 170-200

Plutarch *Sulla* 5-38 (also PDF @ BB: Readings: Plutarch)

Appian *Civil Wars* 1.76-84, 1.95-106 (*Sulla's Dictatorship*: PDF @ BB: Readings: Appian)

Plutarch *Pompey* 1-46 (also PDF @ BB: Readings: Plutarch)

Romans (2012) 200-16

Sallust *Catilinarian Conspiracy* (also PDF @ BB: Readings: Sallust)

Cicero *First Oration against Catiline* (PDF @ BB: Readings: Cicero)

Cicero *Letter to Atticus* 1.2, *to Pompey* 5.1 (PDF @ BB: Readings: Cicero)

Cassius Dio, 37.29-42 on *Catiline's Conspiracy* (PDF @ BB: Readings: Cassius Dio)

WEEK / Topics

Reading Assignments / ITEMS DUE

Week 7 (3/5-11)

1st Triumvirate and
The Rise of Caesar

Caesar Week! A Towering Figure in a Tottering Republic (60 – 44 BCE)

Romans (2012) 217-41

Plutarch *Pompey* 47-57; *Caesar* 1-17 (also @ BB: Readings: Plutarch)

Suetonius: Edwards' *Introduction* (also @ BB: Readings: Suetonius)

Suetonius *Life of Julius Caesar* 1-19 (also @ BB: Readings: Suetonius)

Caesar Triumphant:
Gallic War Commentaries

Caesar *Gallic War* Hammond's Introduction, pp. xi-lxiii (also @ BB: Readings: Caesar)

Caesar *Gallic War* 1.1-54 (self-justification); 5.12-14 & 6.11-28 (ethnographies)

Plutarch *Caesar* 18-27 (also @ BB: Readings: Plutarch)

Suetonius *Julius* 20-32 (also @ BB: Readings: Suetonius)

Cassius Dio *History* 38.31-50 (@ BB: Readings: Cassius Dio)

Seager (2003) "Caesar and Gaul... Perspectives..." (PDF @ BB: Readings: Caesar)

WRITING ASSIGNMENT DUE: CRITICAL ANALYSIS 3

Different Perspectives on Caesar's Gallic Conquests (150 pts)
See Instructions in Syllabus (above)

Due by 10 a.m. Monday 3/19 (Blackboard SafeAssign).

Week 8 (3/12-3/18)**SPRING BREAK. NO CLASS / DISCUSSION GROUPS****Week 9 (3/19-25)**

Civil War (Again!)
Caesar, Dictator & God

Caesar(s) Week Too! End of the Republic (49-30 BCE)

Romans (2012) 241-56

Caesar *Civil War* 1.1-33 (PDF @ BB: Readings: Caesar)

Cicero *Letter to Atticus* 8.8, 14.12; *Brutus* 1.3 (PDF @ BB: Readings: Cicero)

Plutarch *Pompey* 58-80; *Caesar* 28-69; *Antony* 1-15 (also @ BB: Readings: Plutarch)

Suetonius *Julius* 33-89 (also @ BB: Readings: Suetonius)

Cassius Dio, *History* 40.59-66, 41.1-18 (PDF @ BB: Readings: Cassius Dio)

Raaflaub (2003) "Caesar the Liberator?" (PDF @ BB: Readings: Caesar)

2nd Triumvirate (44-30)
The Rise of Augustus

Romans (2012) 257-76

Cicero *Letter to Atticus* 16.8; *letter from Decimus Brutus* 11.20 (PDF @ BB: Readings: Cicero)

Plutarch *Antony* 16-87 (also @ BB: Readings: Plutarch)

Suetonius *Augustus* 1-18 (also @ BB: Readings: Suetonius)

Appian *Civil Wars* 4.1-52 (PDF @ BB Readings: Appian) – The Proscriptions of 43/2 BCE
(Suggested **Plutarch** *Brutus* PDF @ BB: Readings: Plutarch)

(Suggested: **Selections on Cleopatra** PDF @ BB: Readings: Augustus)

RP 1: RESEARCH PROPOSAL (20 points)

See Instructions in Syllabus (above)

Due by 10 a.m. Monday 3/26 (Blackboard SafeAssign)

WEEK / Topics

Reading Assignments / ITEMS DUE

Week 10 (3/26-4/1)*Sources for Roman Imperial History***Sources for Imperial History; Augustus and the Principate (27 BCE – 37 CE)****C. Damon** (2006) "Constructing a [Historical] Narrative" (PDF @ BB: Readings: **BCRE**)**W. Metcalf** (2006) "Roman Imperial Numismatics" (PDF @ BB: Readings: **BCRE**)**T. Gagos & D. Potter** (2006) "Documents" (PDF @ BB: Readings: **BCRE**)**L. Stirling** (2006) "Art, Architecture, and Archaeology of the Roman Empire" (PDF @ BB: Readings: **BCRE**)*The New Order of the Principate**The Achievements of Augustus***Romans (2012)** 276-308**Suetonius Augustus** 19-101 (also @ BB: Readings: Suetonius)**Vergil Aeneid** Intro and Books 1, 6–8 (it *would* be best to read *all* of it...)**Augustus Res Gestae Divi Augusti** (PDF @ BB: Readings: Augustus)**Eder (2005)** "Augustus and the Power of Tradition" (PDF @ BB: Readings: Cambridge)**Gruen (2005)** "Augustus ... Making of the Principate" (PDF @ BB: Readings: Cambridge)**Coulston & Dodge (2000)** Ch. 4 "The Moral Museum: Augustus and the City of Rome" (PDF at BB: Readings: Coulston & Dodge)**Week 11 (4/2-8)***The Imperial Succession:**Tiberius, Germanicus & Sejanus***Tacitus on the Julio-Claudian Emperors (37 – 69 CE)****Romans (2012)** 309-316**Tacitus Annals** Books 1–3 (Focus on treason trials, Germanicus, etc.); also...**Tacitus Annals** 4.1-12; 4.32-35; and 5.50-51 (skim the rest) (@ BB: Readings: Tacitus)**Suetonius Tiberius** (also @ BB: Readings: Suetonius)*Caligula to Vitellius***Romans (2012)** 316-45**Tacitus Annals** 11.23-38; 12.65-9; 13.1-5; 14.1-11, 60-5; 15.37-44, 60-4; 16.18-19.**Tacitus Histories** 1.1-16; 3.66-72 (PDF @ BB: Readings: Tacitus)**Suetonius Gaius, Claudius, Nero, Galba, Otho, Vitellius** (also @ BB: Readings: Suetonius)**RP 2: ANNOTATED BIBLIOGRAPHY (150 pts)**

See Instructions in Syllabus (above)

DUE by 10:00 a.m. on Monday 4/9/18**Week 12 (4/9-15 "Light Week")***How to Create a New Dynasty***From Flavians to Antonines: Rome's Golden Era I (69 – 138 CE)****Romans (2012)** 347-59**Tacitus Histories**, Vespasian's Rise (PDF @ BB: Readings: Tacitus)**Suetonius Vespasian, Titus, Domitian** (also @ BB: Readings: Suetonius)**Josephus Jewish War** 7.8-9; Masada (PDF @ BB: Readings: Josephus)*Trajan, Roman Alexander**& Hadrian, Neo Augustus***Romans (2012)** 359-74**Cassius Dio Histories**, Books 68–69 (PDF @ BB: Readings: Cassius Dio)**Pliny Letters to/from Trajan** (PDF @ BB: Readings: Pliny the Younger)**Scriptores Historiae Augustae Life of Hadrian** (PDF @ BB: Readings: SHA)**RP 3: DETAILED OUTLINE (30 points)**

See Instructions in Syllabus (above)

DUE by 10:00 a.m. on Monday 4/16/18

WEEK / Topics

Reading Assignments / ITEMS DUE

Week 13 (4/16-22 "Light Week") From Flavians to Antonines: Rome's Golden Era II; Severans (ca. 79 – 235 CE)*An Empire of Cities***Romans (2012)** 329-46 (review); 374-86**Sources on Roman Spectacle** (PDF @BB: Readings: "Sand and Circus")**Coleman (2004)** "Entertaining Rome" (PDF @BB: Readings: "Sand and Circus")**Pompeii Graffiti** (PDF @ BB: Readings: Pompeii)*The Severan Dynasty &
Christianity***Romans (2012)** 386-426**The Passion of Perpetua & Felicitas** (PDF @ BB: Readings: Perpetua)**Week 14 (4/23-4/29 "Light Week") Crisis and Recovery... The end of the Roman Empire? (235 – 337 CE)***3rd Century Crisis; Constantine;***Romans (2012)** 427-518 (you may skim the sections after the death of Constantine)*The "Fall" of the Western Empire***Eusebius** 1.1-42, *Life of Constantine***Bleckman (2005)** 14-34: "Sources for the History of Constantine" (PDF @ BB: Cambridge)**Corcoran (2005)** 35-58: "Before Constantine" (PDF @ BB: Cambridge)**Lenski (2005)** 59-90: "The Reign of Constantine" (PDF @ BB: Cambridge)**Week 15 (4/30-5/6 "Work Week")****FINISH RESEARCH PAPER****RP 4: RESEARCH PAPER (400 points)****See Instructions in Syllabus (above)****DUE by 10:00 a.m. on Friday 5/4/18**