

Professor: Dr. Eric J. Kondratieff eric.kondratieff@wku.edu (responses within 24 hours, weekdays only)

COURSE DESCRIPTION

In this course we will survey Rome's political and social history from the Iron Age to Late Antiquity, paying special attention to Rome's transition from a Republic (governed by Senate, magistrates and citizen assemblies) to a Principate (ruled by emperors). We will explore the social, economic, and political consequences of Rome's Mediterranean-wide hegemony; limitations to its power; institutions that helped Romanize Europe and North Africa; and factors that ended Roman rule in the West. We will closely examine historical works and other types of historical evidence. Students will work to develop their critical reading, thinking and writing skills with particular attention to increasing their understanding of historical method and historiography.

General Education, Course Goals & Learning Outcomes: This course helps fulfill requirements for Category B: Humanities in WKU's General Education Program. By reading the textbook and primary documents, as well as participating in discussions online, students will:

- Acquire an informed acquaintance with the major achievements of ancient Romans;
- Develop a historical perspective and understanding of connections between past and present;
- Gain an understanding of Greek History and of the concerns, methods and styles of authors;
- Learn how to use ancient evidence to formulate arguments about problems in Roman History;
- Practice the craft of writing on historical or historiographical problems using ancient sources in translation.

REQUIRED TEXTS

Romans: Boatwright, Gargola & Talbert. *The Romans. From Village to Empire. A History of Rome from Earliest Times to the End of the Western Empire*. 2nd ed. Oxford 2012. ISBN 0195118766.

Plutarch: *Roman Lives*. R. Waterfield (translator) Oxford 2009. ISBN 0199537380.

Suetonius: *Lives of the Caesars*. C. Edwards (translator) Oxford 2009. ISBN 0199537569.

Historians: R. Mellor, *The Historians of Ancient Rome. An Anthology of the Major Writings*, 3rd ed., Routledge 2013. ISBN 0415527163.

Order your books right away to have them when class starts. FYI, public domain versions of Plutarch, Suetonius, and the historians in Mellor's book will be made available, but without the helpful notes provided in the books.

OTHER REQUIRED READINGS

- 1) PDFs as assigned and posted on Blackboard (see course schedule here and on Blackboard).
- 2) ["Writing a History Essay"](http://www.wku.edu/~beth.plummer/Writing/writeguide.html) (www.wku.edu/~beth.plummer/Writing/writeguide.html)

COURSE REQUIREMENTS

Item To Be Graded	Points	%
1. Participation and Reading Quizzes (4, given at the end of weeks 1, 2, 4, and 5):	50	10%
2. Midterm (Multiple Choice, Match, Map, I.D./Short Answer, Short Essay)	50	10%
3. Final Exam (Multiple Choice, Match, Map, I.D./Short Answer, Longer Essay)	100	20%
4. Paper 1 – Critical Analysis of Ancient Source & Synthesis of Evidence (1000+ words):	100	20%
5. Paper 2 – Critical Analysis of 20pp+ scholarly article on Roman <u>history</u> topic (1000+ words):	100	20%
6. Paper 3 – Critical Analysis of Ancient Source & Synthesis of Data / Evidence (1000+ words):	100	20%
Total Available Points	500	100%

POINTS = GRADE: 450-500 = A; 400-449 = B; 350-399 = C; 300-349 = D; <300 / failure to complete course = F

IMPORTANT INFORMATION ABOUT ONLINE 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 as with any course. Online courses often require a greater time commitment in terms of active participation (especially if they involve asynchronous, online board discussions), hence, more personal discipline to complete the course successfully. As this is a 3-hour/credit course held over into 6 weeks instead of a 14-week semester, your time commitment will be proportionately more intensive.

Reading and Time Management

To be successful in this course, you must read all the assigned materials, participate fully in assigned discussion boards, and submit writing assignments on time (as per the 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 15-18 hours per week to this course, or more if you type, write or read slowly.
- 2) Be prepared to read up to 150-200 pages of textbook and ancient source materials each week.
- 3) Deadlines for assignments are firm. It is difficult to catch up in a course like this; plan your time accordingly.
- 4) Plan your reading schedule to finish in a timely fashion and participate meaningfully in any discussion boards.
- 5) Recognize when you are running into difficulties and consult with your instructor as early as possible.

Technology

- 1) Make sure your computer and software can run the latest version of Blackboard and Tegrity.
- 2) For browsers, Firefox is optimal for Blackboard; Safari is fine; Explorer & Google Chrome not so much.
- 3) Have a back-up plan for internet access (local library or wi-fi café) as you must participate every week.
- 4) Unfamiliar with Blackboard? Take the [orientation courses](http://www.wku.edu/online/orientation/index.php) (www.wku.edu/online/orientation/index.php).
- 5) **Only use official WKU email for correspondence with me; always put HIST 306-M6 in the subject line.**

COURSE POLICIES**Participation / Reading Quizzes**

(On-going, worth 10%). Participation is MANDATORY. This includes participation in any blogs or discussion boards. For these I will post instructions as/when they come up. Stay tuned.

Note: "Missing" class by not participating in discussion boards or by not completing quizzes, tests and assignments will negatively affect your grade, up to and including failure of the course if participation is especially low, or if you fail to log onto Blackboard by the first Wednesday of the Summer Session.

Due Dates for Assignments, Midterm and Final Exams

All due dates are listed in this syllabus (in the schedule, below). Any changes will be announced via email.

Assignments or exams missed without a valid, documented excuse (see ABSENCES-EXCUSED) will receive a zero.

Absences—Excused

A student's "absence" from course discussion boards and/or late submission of assignments may be excused for the following reasons (with appropriate documentation):

- 1) Serious Accident or Medical Emergency (Documentation = Police report, hospital docs, etc.)
- 2) Death of Immediate Family Member (Documentation = Obituary, funeral program, etc.)
- 3) Scheduled Participation in a WKU Event, e.g., sports, forensics, etc. (Documentation = Letter on official letterhead from WKU coach, ROTC Commander or Faculty Advisor)
- 4) Scheduled Medical/Dental Procedures involving the student (Documentation = Letter on official letterhead, signed and dated by your physician). Inform me of scheduled procedures in writing in the first week of class.

COURSE POLICIES (continued)

Protracted Absence

If you must leave the university and/or will not be able to keep up with your assignments for an unspecified amount of time due to medical or other life situation, you or your family should contact the Academic Advising and Retention Center at 745-5065 so that an Emergency Notification may be sent to all of your instructors.

Missed Due Dates for Quizzes or Exams

Students must present appropriate documentation for an "excused absence" (see above) before they will be allowed to take a missed quiz or exam

Students With Disabilities

Western Kentucky University's Disability Accommodations Statement: *In compliance with university policy, Students with disabilities who require academic and/or auxiliary accommodations for this course must contact Student Disability Services, located in the Student Success Center in DUC A-200 in Downing University Center, telephone 270-745-5004 and TTY, 270-745-3030. 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.*

ACADEMIC HONESTY

1) In all aspects of this course, students are required to demonstrate academic honesty and integrity as outlined in the *Statement on Student Rights and Responsibilities* (WKU 2014–2015 Undergraduate Catalog, 346–7). Violations of this 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." [See #4].

"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."

2) Plagiarism in Essays and Other Written Work: In all writing assignments (including quizzes, exams, and in-class writing) you *must* avoid any form of intentional or unintentional plagiarism. This includes, but is not limited to:

- 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 web sources of any kind without quotation and/or proper citation;
- Paraphrasing concepts or ideas from print or web sources of any kind without providing proper citation.
- 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, 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 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.

3) Summaries: Overusing concepts or ideas from print or web sources, cited or not, or merely paraphrasing or summarizing secondary material and/or the introductory material to primary documents render the essay not your own except for the processes of paraphrasing and summarizing. Such essays will also receive a zero.

4) Exams and Quizzes: Any student who gives, shares, or receives unauthorized information **before, during, or after** an exam or assignment, whether verbal, written, or code, and any student who uses an electronic device of any kind to retrieve or acquire course-related notes, documents, materials, or other information **during an exam** will receive an automatic failing grade for the *entire* course *and* be reported to Judicial Affairs.

NOTE: All student work may be checked using plagiarism detection software, e.g., Turnitin.com. Specialized definitions of plagiarism and of cheating given on this syllabus (above), and on supplemental handouts and/or by verbal instruction from the professor are binding on *all* students in this course.

ASSISTANCE FOR STUDY SKILLS AND ESSAY WRITING

If you require additional academic assistance with this course, several places can provide you with help. The Writing Center will be open at the Commons at Cravens Library. It also offers online consultations for students who live at a distance or who cannot visit during operating hours. Writing Center tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you structure your essay, clarify your purpose, strengthen logic and support, integrate/credit sources properly, edit for clarity and correctness, etc. They will *not* revise or edit the paper for you.

See instructions on the [writing center website](http://www.wku.edu/writingcenter) (www.wku.edu/writingcenter) for making online or face-to-face appointments or call (270) 745-5719 during operating hours (TBD for the Summer Sessions).

HOW TO ANALYZE A PRIMARY SOURCE

This section courtesy of: <http://apps.carleton.edu/curricular/history/study/primary/>

When you analyze a primary source, you are undertaking the most important job of the historian. There is no better way to understand events in the past than by examining the sources--whether journals, newspaper articles, letters, court case records, novels, artworks, music or autobiographies--that people from that period left behind. Each historian, including you, will approach a source with a different set of experiences and skills, and will therefore interpret the document differently. Remember that there is no one right interpretation. However, if you do not do a careful and thorough job, you might arrive at a wrong interpretation.

In order to analyze a primary source you need information about two things: the document itself, and the era from which it comes. You can base your information about the time period on the readings you do in class and on lectures. On your own you need to think about the document itself. The following questions may be helpful to you as you begin to analyze the sources: Look at the physical nature of your source. This is particularly important and powerful if you are dealing with an original source (i.e., an actual old letter, rather than a transcribed and published version of the same letter). What can you learn from the form of the source? (Was it written on fancy paper in elegant handwriting, or on scrap-paper, scribbled in pencil?) What does this tell you?

- 1) Think about the purpose of the source. What was the author's message or argument? What was he/she trying to get across? Is the message explicit, or are there implicit messages as well?
- 2) How does the author try to get the message across? What methods does he/she use?
- 3) What do you know about the author? Race, sex, class, occupation, religion, age, region, political beliefs? Does any of this matter? How?
- 4) Who constituted the intended audience? Was this source meant for one person's eyes, or for the public? How does that affect the source?

- 5) What can a careful reading of the text (even if it is an object) tell you? How does the language work? What are the important metaphors or symbols? What can the author's choice of words tell you? What about the silences--what does the author choose NOT to talk about?

Now you can evaluate the source as historical evidence.

- 1) Is it prescriptive--telling you what people thought should happen--or descriptive--telling you what people thought did happen?
- 2) Does it describe ideology and/or behavior?
- 3) Does it tell you about the beliefs/actions of the elite, or of "ordinary" people? From whose perspective?
- 4) What historical questions can you answer using this source? What are the benefits of using this kind of source?
- 5) What questions can this source NOT help you answer? What are the limitations of this type of source?
- 6) If we have read other historians' interpretations of this source or sources like this one, how does your analysis fit with theirs? In your opinion, does this source support or challenge their argument?

Remember, you cannot address each and every one of these questions in your presentation or in your paper, and I wouldn't want you to. You need to be selective.

— By Molly Ladd-Taylor, Annette Igra, Rachel Seidman, and others at Carleton College.

Additional guides for studying history may be found at [Carleton College's History Study Guides webpage](http://apps.carleton.edu/curricular/history/study/) (<http://apps.carleton.edu/curricular/history/study/>)

GENERAL INFORMATION FOR WRITTEN ASSIGNMENTS

EVALUATION: Your papers will be graded on the following criteria:

Thesis: Do you present a thesis that is easily identifiable, plausible, and clear?

Use of Evidence: Do you support your argument with relevant evidence and examples drawn from primary sources? Do you properly integrate these examples into your overall argument? Do you provide accurate and relevant factual information? Do you cite your sources, whether quoted or paraphrased?

Logic and Argumentation: Does your overall argument flow logically? Is it reasonable and sound? Do you make original connections that support your thesis?

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

Structure: Is your argument organized in a way that provides appropriate support for your thesis? Do you provide clear and logical transitions from point to point in your argument? Do your paragraphs provide clear and logical support for your topic sentences?

Mechanics: Is your diction (word usage), punctuation, and grammar correct? Do you correctly cite sources?

Length: See "Items to Be Graded" under "Course Requirements" (above). Word count does *not* include footnotes.

Citations: You must *always* cite the ancient evidence used to support your essay, whether quoted or only summarized in your own words. References to specific evidence must be cited as in the bolded examples below.

Citing Modern Authors: First footnote 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.

Citing Ancient Authors: First footnotes must be complete Chicago style footnotes, *including* the appropriate source citation as below; subsequent footnotes cite only Author, Work, Book and Chapter as below. NOTE: *Never* cite ancient sources by translator and/or page numbers as these are not universal, but differ by version.

Plut. *Caes.* 26 = Plutarch, *Caesar*, ch. 26. **NB:** *Cat. Mai.*, *T. Gracch.*, *C. Gracch.*, *Mar.*, *Sull.*, *Sert.*, *Pomp.*, *Brut.*, *Ant.*

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

Suet. *Jul.* 19 = Suetonius, *Julius*, ch. 19. **NB:** *Aug.*, *Tib.*, *Calig.*, *Claud.*, *Ner.*, *Galba*, *Otho*, *Vit.*, *Vesp.*, *Titus*, *Domit.*

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

Note: if an author wrote only one work, you need not mention the work itself when citing it.

Acceptable Fonts: Papers must be written in Times or Times New Roman (12 pt), or Palatino (11 pt).

ALL PAPERS MUST BE SUBMITTED VIA TURNITIN.COM. PLEASE SEE THE INSTRUCTIONS ON BLACKBOARD.

INSTRUCTIONS FOR PAPER 1

Critical Analysis of Ancient Source + Synthesis of Data/Evidence: 1000+ words, 100 points (10%)

This paper involves critical analysis of 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).

Readings: Plutarch, *Tiberius & Gaius Gracchus*; **Historians** 65-79 = Appian, *Civil Wars* 1.1-26.

Objective: Accounts of this period are not as full as they are for others. Two of the best sources are 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.

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 of the following questions.

1. According to Appian and Plutarch what were the main problems besetting the masses before Tiberius' tribunate? Which author seems to provide a better overall understanding of *societal* problems (the big picture)? How or why?
2. How do the authors' descriptions of Tiberius' motivations differ? Whose account is more plausible and why? Provide relevant details.
3. How does each author represent Tiberius when deposing M. Octavius from the tribunate? Which account puts Tiberius in a more favorable light? Briefly explain how, through comparison (look for "spin").
4. How 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? What are they? How do they affect the *tone* of his narrative?
5. Finally, what sort of feeling do you think each author had towards the Gracchi? Base your answer on the evidence of each author's treatment of their deaths and the aftermath.

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 in regard to these events.
- Be specific in your answers, providing proper citations for all evidence, even when paraphrased!
- Keep in focus the demands of different genres—Biography (Plutarch) & History (Appian).
- Pay close attention to tone, spin, etc., as well.

INSTRUCTIONS FOR PAPER 2

INSTRUCTIONS FOR PAPER 2

Critical Analysis of a 20+ pp scholarly article from JSTOR on ancient Roman history; 3–4 pages, 100 points (20%)

Requirement: Articles must be POST-2000 and come from peer-reviewed journals archived on JSTOR in the section on Classical studies: <http://www.jstor.org.libsrv.wku.edu/action/showJournals?discipline=43693391>

You must include a full JSTOR URL in your “works-cited”; you will also email me a pdf copy of the article.

Your task here is not to merely summarize, but to indicate to your reader that you have understood and critically evaluated the article you have chosen to read, study and review. In other words, you will both summarize your understanding of the article, then assess it in terms of its overall argument and effectiveness in persuading the reader to the author’s viewpoint.

Guiding Questions: Back up your evaluation with specific references from your text in Chicago style footnotes, for which please see the [WKU History Department Style Sheet for Citations](#) on Blackboard).

- 1) What is the central argument of the text in question? Try to summarize that argument in a paragraph or two.
- 2) Where does the author place his/her argument in relation to the field of study to which the text relates?
- 3) What does the author claim his/her project provides in terms of advancement in his/her field of study?
- 4) Does this author attempt to comment on or correct the work of other authors in his/her field? Give examples.
- 5) How well does the author use evidence (ancient or modern) to support his/her argument? Provide examples.
- 6) How persuasive was the author in his/her overall project?
- 7) Overall, did you think this text was valuable and worthwhile for researchers in the field?
- 8) Offer your assessment of whether other researchers might benefit from reading it.

INSTRUCTIONS FOR PAPER 3 (Similar to Paper 1)

For this paper, you may choose one (1) out of 4-5 Critical Analysis Paper topics available on Blackboard (the link will be provided in the online course schedule).

Be sure to follow closely the instructions and answer all the questions, citing properly throughout.

MARK YOUR CALENDAR WITH THIS IMPORTANT INFO FROM THE REGISTRAR’S OFFICE! (“May” session)

- May 18** First day of class
- May 20** Last day to **add** a class
Last day to **drop** a class without a grade and receive a 100% refund
Last day to **change** a class from Audit to Credit
- May 21** Last day to **drop** a class without a grade and receive a 50% refund
- May 22** Last day to **drop** a class without a grade and receive a 25% refund (no refunds *after* May 23)
- June 4** Last day to **withdraw** from a class with a “W”
Last day to **change** from Credit to Audit
- June 26** Final Exam Deadline
- June 30** Grades Due
- July 1** Updated GPA available on Topnet

COURSE SCHEDULE

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

Date	Topic	Reading Assignments	ITEMS DUE
WEEK 1 (5/18-5/24)		ONLINE QUIZ 1: Thurs. to Sun. of Week 1 = May 21–24	
Unit 1	<i>Introduction to Material & Literary Sources, Pre-Roman Italy</i>	Romans xxxi, 1-26 (Introduction to Evidence and Materials for Roman History) Historians xiii-xxx (Introduction to Historiography)	
Unit 2	<i>Early and Regal Rome: 'Traditional' History and Archaeological Evidence</i>	Romans 27-42 Historians 118-21, 133-51 = Livy (Preface; The later Kings — The 2 Tarquins and Servius)	
Unit 3	<i>Early Republic: Struggle of the Orders; Political & Religious Institutions</i>	Romans 43-51, 53-69 Historians 155-66 = Livy (Decemvirate, XII Tables) Historians 1-4 = The Twelve Tables (selections)	
Unit 4	<i>Roman Confederation & Conquest of Italy</i>	Romans 51-53, 69-86 Historians 167-85 = Livy (Gallic Invasion, Sack of Rome)	
WEEK 2 (5/25-5/31)		ONLINE QUIZ 2: Thurs. to Sun. of Week 2 = May 28 – 31 PAPER 1 DUE by Sunday OF WEEK 2 (May 31)	
Unit 5	<i>Roman vs. Carthage</i>	Romans 87-109 Historians 10-15, 40-8 = Polybius (Intro, Roman Army in the Classical Republic) Historians 185-210 = Livy (Selections on Hannibalic War)	
Unit 6	<i>Rome, Italy & the Consequences of Empire</i>	Romans 109-24, 129-41 Historians 241-52 = Livy (Bacchanalian Conspiracy) Historians 464-475 = Plutarch <i>Life of Cato</i> (selections; or, read the whole <i>Life</i> in your Plutarch text)	
Unit 7	<i>Politics at Home, Governing Abroad</i>	Romans 125-9, 167-70 Roman Republican Constitution (@Blackboard: Course Docs) Historians 30-40, 48-9 = Polybius (Roman Constitution)	
Unit 8	<i>Pressures of Empire & Revolution</i>	Romans 141-53 Plutarch 77-115 (<i>Tiberius and Gaius Gracchus</i>) Historians 478-490 = Appian <i>Civil Wars</i> (The Gracchi)	

Date	Topic	Reading Assignments	ITEMS DUE
------	-------	---------------------	-----------

WEEK 3 (6/1-6/7)

ONLINE MIDTERM EXAM: Thur. to Mon. of Week 3/4 = Jun. 4 – 8
Proctored Locations Only – Contact DLO for location assistance.

Unit 9 *From Marius' Military Reforms to Sulla's Royal Rule***Romans** 154-95**Plutarch** 117-53 = *Life of Marius* Intro, chs. 1-32**Plutarch** 169-86, 203-15 = *Life of Sulla* Intro, chs. 1-10, 27-38Unit 10 *Crises in the 70s, Conspiracies in the 60s***Romans** 196-215**Plutarch** 216-226, 239-51, 261-64 = *Pompey* Intro, chs. 1-4, 21-31, 43-46**Sallust** *Catilinarian Conspiracy* (Blackboard PDF)**Cicero** *First Catilinarian Speech* (Blackboard PDF)Unit 11 *A Three-Headed Monster (1st Triumvirate); Caesar: Conqueror of Gaul***Romans** 217-41**Plutarch** 265-76 = *Pompey* 47-57**Plutarch** 297-324 = *Caesar* 1-27(Optional: **Historians** 81-110 = **Caesar** *Gallic War* 1.1-54; 6.11-28)Unit 12 *Caesar: Conqueror of Rome, Dictator, and God***Romans** 241-56**Plutarch** 325-59 = *Caesar* 28-69;**Suetonius** Edwards' *Introduction; Life of Julius Caesar*(Optional: **Plutarch** 276-96 = *Pompey* 58-80)**WEEK 4 (6/8-6/14)**

ONLINE QUIZ 3: Thurs. to Sun. of Week 4 = Jun. 11 – 14
PAPER 2 DUE by Sunday OF WEEK 4 (Jun. 14)

Unit 13 *The 2nd Triumvirate (44-31 BCE)***Romans** 257-76**Suetonius** *Augustus* 1-18**Historians** 78-80 = **Cicero** *to Atticus* 16.8; *from D. Brutus* 11.20(Optional: **Plutarch** 360-430 = *Life of Antony*)Unit 14 *The New Order of the Principate* **Romans** 276-83, 289-308**Historians** 254-62 = **Augustus** *Res Gestae Divi Augusti***Historians** 496-502 = **Cassius Dio** (Selections on the 1st Settlement)**Suetonius** *Augustus* 19-101Unit 15 *How Firm a Foundation? Imperial Succession and the Reign of Tiberius***Romans** 283-8, 309-320**Historians** 306-44 = **Tacitus** (Selections from the death of Augustus to the death of Tiberius)(Optional: **Suetonius** *Tiberius*)Unit 16 *Problems with the Principate: Caligula, Claudius and Nero***Romans** 320-27**Historians** 344-66 = **Tacitus** *Annals* (Selections on Claudius & Nero)(Optional: **Suetonius** *Caligula, Claudius, Nero*)

Date	Topic	Reading Assignments	ITEMS DUE
WEEK 5 (6/15-6/21)			ONLINE QUIZ 4: Thurs. to Sun. of Week 5 = June 18 – 21 PAPER 3 DUE by Sunday OF WEEK 5 (Jun. 21)
Unit 17	<i>Civil War in 68-69 and "The Secret of Empire"</i> Romans 327-29, 347-59 Historians 367-78 = Tacitus <i>Histories</i> (The "Secret of Empire"; The Battle for Rome, 69 CE) Suetonius <i>Vespasian</i> (Optional: Suetonius <i>Galba, Otho, Vitellius</i>)		
Unit 18	<i>An Empire of Cities I: Urban Life in the 1st & 2nd centuries</i> Romans 329-46 Historians 388-92 = Pliny <i>Letters</i> (on Vesuvius and Pompeii) Pompeian Graffiti (@BB: Course Docs)		
Unit 19	<i>An Empire of Cities II: Urban Entertainments & Amenities</i> Romans 375-388 Sources on Roman Spectacle Entertainments (@ BB: Course Docs: Sand and Circus) Video: Colosseum: A Gladiator's Story (@ BB: Course Docs: Links to Videos)		
Unit 20	<i>Expansion, Consolidation and a New Cultural Flowering (Trajan to Hadrian)</i> Romans 359-74 Historians 392-4 = Pliny <i>Letters</i> 10.96-97 (to/from Trajan) (Optional: Historians 544-60 = Scriptores Historiae Augustae <i>Life of Hadrian</i>)		
WEEK 6 (6/22-6/28)			ONLINE FINAL EXAM: Wed. to Sun. of Week 6 = June 24- 28 Proctored Locations Only – Contact DLO for location assistance.
Unit 21	<i>The Emperor in the Roman World (Antonines to Severans)</i> Romans 389-426 Historians 516-24 = Dio (on Commodus)		
Unit 22	<i>The 3rd-Century Crisis and Recovery: Diocletian and the Dominate</i> Romans 427-41, 449-57 Historians 525-6 = Lactantius (Death of the Persecutors)		
Unit 23	<i>Constantine & the New (Christian) Rome</i> Romans 441-9, 458-65 Historians 527-43 = Eusebius <i>Life of Constantine</i> 1.1-42 Historians 573-9 = Zosimus <i>On Constantine</i>		
Unit 24	<i>The End of Roman Rule in the West</i> Romans 465-86, 487-518 Historians 561-572 = Ammianus Marcellinus (on Julian the Apostate)		