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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 discussions about the work of Rome's most important historians;
- 2) one part practicum, involving close readings in and critical writing about ancient sources and modern scholarship.

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. In the second half of the semester, we'll look at Roman social history alongside some of the major political developments of the first three centuries of our era. Through readings, critical analysis papers, and discussion boards, you will 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: This distance education course is not "self-paced." As any graduate course, it has a rigorous schedule of readings, projects, and participation/discussion. Indeed, online courses often require more time commitment in terms of active participation (due to asynchronous online "board discussions"), hence, more personal discipline to complete it 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 per week. Keep this important time consideration in mind for this or similar courses.
- 3) Deadlines for writing assignments are firm. It is difficult to "catch up later" in a course like this, so plan accordingly.
- 4) Plan your reading schedule to finish in a timely fashion so you can participate meaningfully in discussion boards (starting in Week 2), as well as complete any writing assignments due.
- 5) Recognize when you are running into difficulties and consult with me as early as possible.

Technology:

- 1) Make sure 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 know how to use blackboard, see the WKU ITS tutorial (www.wku.edu/online/orientation/index.php).
- 4) Only use official WKU email accounts for all correspondence with me; please 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)

All readings assigned are provided for you as PDFs and eBook links through WKU Library (books to which we have access through licensing). Some PDFs, though of older public domain translations, are sufficient for our purposes. You can, of course, buy newer versions of the various authors online; if you do, I recommend the Oxford World Classics series over Penguin Classics as the OWCs have better notes and more current scholars translating the various authors represented in that series.

REQUIRED LEARNING ACTIVITIES / ASSIGNMENTS

Assignments	Points / (%)		Date Due
1. Class Participation / Discussion Boards (10 total)	100	(10%)	(ongoing)
2. Critical Analysis Paper 1: Analyze Scholarly Article (ca. 1500 words)	100	(10%)	See Schedule
3. Critical Analysis Paper 2: Compare Ancient Sources (ca. 1500 words)	100	(10%)	See Schedule
4. Critical Analysis Paper 3: Compare Anc.+ Mod. Perspectives (ca. 1500 words)	100	(10%)	See Schedule
5. Critical Analysis Paper 4: Social History topic TBD/TBA (ca. 1500 words)	100	(10%)	See Schedule
NB: word-count <i>never</i> includes titles, footnotes, or bibliography			
Total Possible Points	500	(100%)	
POINTS EARNED:	450-500	8	400-449.9
= 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 11:59 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 will we discuss? Discussion questions based on the week's readings will be assigned most weeks. These should provide guidance, with added detail or revised questions as necessary in the course of the “conversation”. **NB:** “Missing” class by not participating in discussion boards will affect your grade negatively, including failure of the course if your participation is very low.

Critical Analysis Papers 1-4: 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** or “telling a story.”

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) a proper conclusion that summarizes your findings and reflects on possible conclusions based on them).
- 4) And proper citation of your sources throughout, whether quoted or paraphrased in your own words.

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?

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 three (3) lines must be block-quoted.**

Citations: Do you cite your ancient and modern evidence at all times, *whether quoted or only summarized in your own words*?

Grammar: Is your diction properly objective and formal? Are your punctuation, spelling and grammar correct?

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 details on the Critical Analysis Paper topics—i.e., what you need to write *about*—are included in each assignment.

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*, not the page number.

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:

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, a few more examples of ancient author / work abbreviations from several authors whose work you will encounter in this course:

Sall. Cat. 1 = Sallust, *Catilinarian Conspiracy* ch. 1 **Tac. Ann. 1.1** = Tacitus, *Annals*, Book 1, ch. 1

Suet. Aug. 19 = Suetonius, *Life of Augustus*, ch. 19 (NB: *Jul.*, *Tib.*, *Calig.*, *Claud.*, *Ner.*, *Galba*, *Otho*, *Vit.*, *Vesp.*, *Titus*, *Domit.*)

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

INSTRUCTIONS FOR PAPER 1

Critical Analysis of 20+ pp scholarly article on Rome's Punic Wars; ca. 1500 words, 100 points (10%)

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

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 historians such as Polybius or Livy);
- Historical problems or controversies of the **Punic Wars** (e.g., who provoked the Second Punic War, Hannibal's elephants);
- 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/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 1990.

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).

1. ____ 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).
2. ____ 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.)
3. ____ In what ways does the author comment on/correct the work of other authors in his/her field? Give examples; be sure to check the footnotes, as much of a scholar's argumentation resides in them.
4. ____ In what ways does the author use evidence (ancient AND modern) to support his/her argument? Give examples.
5. ____ How persuasive is the author in his/her overall argument / essay? Explain.
6. ____ Offer your assessment of how this article confirms and supports, adds to, or contradicts the discussion in your other readings 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).

____ Upload a copy of the article you reviewed when you turn in your assignment on the due date.

INSTRUCTIONS FOR PAPER 2

Critical Analysis of Ancient Source + Synthesis of Data/Evidence: ca. 1500 words, 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 Bb: Readings: Appian; Bb: Readings: 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 primary sources 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.

INSTRUCTIONS FOR PAPER 3

Critical Analysis of Ancient Sources + Modern Scholarship: ca. 1500 words, 100 points (10%)

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 *Galic War* Hammond's Introduction, pp. xi-lxiii (also @ BB: Readings: Caesar)
 Caesar *Galic 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 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 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 ealier, 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, buy his army's loyalty, and fund future ambitions. So, he picked a fight... with the Celts.

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

1) Caesar:

- In *Galic Wars* Book 1, where do you feel Caesar is straining for self-justification (or not)? Explain.
- Does he offer a plausible 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)?

2) Suetonius:

- How does Suetonius' discussion of Caesar's 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, using / citing evidence.
- What is Suetonius' narrative approach to the Gallic War? What does he focus on / ignore? Explain with 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 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.

INSTRUCTIONS FOR PAPER 4

Analysis of Ancient Literary + Archaeological Sources: ca. 1500 words, 100 points (10%) TOPICS TBD/TBA

POLICIES

University Statement: Process for Academic Dishonesty and Its Consequences

Each student must demonstrate academic honesty and integrity in all aspects of this course as outlined on WKU's website, <https://www.wku.edu/handbook/academic-dishonesty.php> and quoted from the *Student Handbook*:

Dishonesty: Such as cheating, plagiarism, misrepresenting of oneself or an organization, knowingly furnishing false information to the University, or omitting relevant or necessary information to gain a benefit, to injure, or to defraud is prohibited.

Academic Integrity: The maintenance of academic integrity is of fundamental importance to the University. Thus, it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature.

Academic Dishonesty: Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that part of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Student Conduct for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

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.

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 which is submitted for purposes of grade determination.

Other Types of Academic Dishonesty: Other types of academic offenses, such as the theft or sale of tests, electronic transmission of test, test sharing, etc. will be reported to the Office of Judicial Affairs for disciplinary action.

Plagiarism on Written work (exam essays, formal essays, worksheets, etc.) and its Consequences:

In all writing assignments you *must* avoid any form of intentional or unintentional plagiarism. Definitions of plagiarism on this syllabus, or by written or verbal instruction from the course instructor are binding on all students. Student work will be checked using plagiarism detection software (such as, but not limited to, SafeAssign). Plagiarism includes but is not limited to:

1. **Submitting your own previously graded work** from this or any other course;
2. **Copying or paraphrasing** work from other students taking this course (including different sections of it), or who *have* taken it;
3. **Copying** from print or web sources of any kind without proper quotation or citation;
4. **Paraphrasing** concepts/ideas from print or web sources without proper citation.
5. **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. In the case of clear group work the individual assignments, essays or exams of each student involved will be treated as plagiarized.
6. **ChatGPT & Generative A.I. Tools:** The use of any Artificial Intelligence (A.I.) tool is strictly prohibited for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the WKU Student Code of Conduct.

Any of the above will result in a zero for the assignment and may also result in a failing grade for the entire course and a visit to The Office of Student Conduct for review and additional action.

To sum up: There will be no tolerance for cheating or plagiarism of any kind; you must complete and submit your own work. If you are having difficulties, please ask for help or advice; also, consider making use of the Course Assistance resources (below). These resources, and your instructor, are here to help. So, don't be afraid to reach out when you need help!

University Statement: TITLE IX:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). 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, Deborah Wilkins, 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.

University Statement: ADA Accommodation

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

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 you or your legal dependent. Documentation: *Original* police report, hospital documents, doctor's letter, etc.

Scheduled medical or dental procedures for you or your legal dependent. Documentation: *Original* letter on official letterhead, signed and dated by the attending physician or dentist.

Scheduled participation in a WKU-sponsored event: Documentation: *Original* letter on WKU letterhead signed by your WKU coach, ROTC Commander or Faculty Advisor.

Death of a family member. Documentation: *Original* funeral program and/or obituary.

Absences—Extended: If you must leave the university (or, in this case, be absent from online classes) for an unspecified amount of time and will miss a significant number of assignments, 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.

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

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.

The Writing Center (www.wku.edu/writingcenter): CH 123, Mon.-Fri., 10 a.m. to 4 p.m; Cravens Commons, Sun.-Thur. 5 – 9 p.m. They can provide feedback via email or zoom in off hours. They will provide feedback to help you improve and clarify your writing, but won't revise or edit your paper. Appts: writingcenter@wku.edu or (270) 745-5719. Walk-ins welcome, availability permitting.

WKU Veterans: Thank you for your service! Please visit www.wku.edu/veterans and [Veterans Upward Bound at WKU.](#)

COURSE SCHEDULE

Note: This schedule is provisional. The one to refer to on a regular basis is on BLACKBOARD.

IMPORTANT DATES TO REMEMBER

Monday, Aug. 28: Full semester classes – Last day to add / drop a class (see **Tuition and Refund Policy** online).

Monday, Oct. 30: Full semester classes – Last day to drop a class with a W.

Dec. 4-7: Final Exams – N/A for this course.

NOTE 1: Try to complete the "Topics" in the sequence presented below. The readings within each topic relate to one another as a conceptual unity, 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.

NOTE 2: Online readings, see "Course Schedule" with clickable links at Blackboard: Syllabus & Schedule (not all readings will be available at the beginning of the semester, but should be available in "Course Documents" by Week 2.

NOTE 3: There may be some additions / changes / new options for the latter part of the semester having to do with Roman social history, so keep an eye out. And, when choosing a research project, I encourage you to branch out.

COURSE SCHEDULE

Part I: From Earliest Rome to the Collapse of the Republic

Week 1, Aug. 21-25 — Setting the Scene

Lesson 1: *Intro readings on Literary Sources, Historiography*

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)

Lesson 2: *Early Italy, Latium, and Rome*

Boatwright *The Romans* 1-16 (PDF)

Coulston & Dodge (2000) 16-41, “Early & Archaic Rome” by C.J. Smith (PDF on BB)

Week 2, Aug. 28-Sep. 1 — From Regal Rome to Early Republic

Lesson 3: *Regal Rome: ‘Traditional’ History vs. Archaeological Evidence*

Boatwright *The Romans* 17-23 (PDF)

Livy, Translator’s Intro (T. J. Luce) (PDF)

Livy 1.1-13; 1.15-17; 1.34-49; 1.55-60 (Preface on theory and purpose; the later kings) (PDF)

Lesson 4: *Regal Society, Early Republic and Struggle of the Orders: Establishing New Political Systems*

Boatwright *The Romans* 24-41 (PDF)

CCRR Ch. 1, “The Early Republic” by S.P. Oakley (ebook)

Livy 2.31-40; 3.33-37; 3.44-49; 3.56-58 (The Decemvirate; PDF)

Roman Inscriptions – Republic I. *The XII Tables* (PDF)

Week 3, Sep. 4-8 — The Rise of Rome as Territorial State and Nascent Empire (Middle Republic)

Lesson 5: *The Roman Confederation & Conquest of Italy*

CCRR Ch. 11 “Italy during the Roman Republic, 338-31 bce” by Kathryn Lomas (ebook)

CCRR Ch. 3 “The Roman Army and Navy” by David Potter (ebook)

Coulston & Dodge (2000) 42-60 “The City of Rome in the Middle Republic (400-100 BC)” by T.J. Cornell

Livy 5.34-49 (Gallic Invasion, Sack of Rome; PDF)

Lesson 6: *The First Punic War: Roman Republic vs. Carthage, Inc.*

CCRR Ch. 12 “Rome and Carthage” by John F. Lazenby (ebook)

Polybius 1.1-14 (Intro; Background of the First Punic War) (PDF)

(Fr) ASSIGNMENT 1: PAPER 1, Analysis of scholarly article — due Fri. 9/8 by 5 p.m. on Bb: SafeAssign.

Week 4, Sep. 11-15 — System of Alliances Tested, Cultural Systems Transformed (Classical Republic)

Lesson 7: *Roman Alliance in the Crucible: The War Against Hannibal*

CCRR Ch. 14 “The Rise of the Empire in the West,” by Josiah Osgood (ebook)

Polybius 3.1-31 (Preliminaries to the Second Punic War) (PDF)

Polybius 9.22-26 (On Hannibal) (PDF)

Livy 21.1-2; 21.20-38; 22.3-7; 22.44-51; 30.28-37 (= Mellor 185–220 PDF @ BB: Readings: Livy)

Lesson 8: *Rome in the East & the Consequences of Empire: My Big Fat Hellenized Republic*

CCRR Ch. 13 “Rome and the Greek World,” by Erich Gruen (ebook)

Polybius “Maniples” and “3rd Punic War” (PDF @ BB: Readings: Polybius)

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, Sep. 18-22 — The Challenges of Governing and Maintaining Order (Classical to Late Republic)**Lesson 9:** Rome's Postwar Government: Politics at Home, Governing Abroad*CCRR* Ch. 2 "Power & Process under the Republican Constitution" by T.C. Brennan (ebook)*Themes in Roman Society & Culture*, 217-39 "Roman Govt in the Republic & Early Empire" (PDF)*Roman Republican Constitution* by E. Kondratieff and B.D. Shaw (PDF)*Polybius* Book 6 on the Roman (and other) constitutions (BB: Readings: Polybius)*Livy* 34.1-8 (*Oppian Law*) (in Mellor [2013] 220-253 @ BB: Readings: Livy)**Lesson 10:** Economic Revolution, Roman Slavery, and Slave RevoltsReview *CCRR* Ch. 11, pp. 249-53 "Italy During the Roman Republic: The Economy of Italy" by K. Lomas*CCRR* Ch. 9 "The Great Transformation: Slavery and the Free Republic," by Brent Shaw (ebook)*Ancient Sources on Slavery in the Roman Republic* (PDF)**Week 6, Sep. 25-29 — Constitution Reformed and Transformed (Late Republic)****Lesson 11:** Pressures of Empire and Political Revolution: The Ghost in the Machine Revealed*CCRR* Ch. 4 "The Crisis of the Republic," by Jürgen von Ungern-Sternberg, Harriet Flower (ebook)*Appian* Carter's *Introduction* (Penguin Classics version: PDF @ BB: Readings: Appian)*Appian* *Civil Wars* 1.1-2, 1.6-26 (PDF)*Plutarch* *Lives of Tiberius and Gaius Gracchus* (PDF)**Lesson 12:** Marius Reforms the Military, Sulla Reconstructs the Government*Romans* (2012) 170-200*CCRR* Ch. 3 "The Roman Army and Navy" (Start at section on "Marius") (ebook)*Plutarch* *Life of Marius**Plutarch* *Life of Sulla*, ch. 1-12, 27-38 (PDF)*Appian* *Civil Wars* 1.76-84, 1.95-106 (Sulla's Dictatorship: PDF @ BB: Readings: Appian)**(Su) ASSIGNMENT 2: PAPER 2 – Anc. Source Analysis due Sun. 10/1 by 5 p.m. on Bb: SafeAssign.****Week 7, Oct. 2-6 — Collapse of the Republican System (Late Republic) I****Lesson 13:** Sulla's Reconstruction Deconstructed: Crises and Conspiracies of the 70s and 60s BCE*Romans* (2012) 200-16*Sallust* *Catilinarian Conspiracy* (PDF)*Cicero* *First Oration against Catiline* (PDF)*Cicero* *Letter to Atticus* 1.2, to *Pompey* 5.1 (PDF @ BB: Readings: Cicero)*Plutarch* *Pompey* 1-46 (also PDF @ BB: Readings: Plutarch)**Lesson 14:** Caesar or Rex?*Plutarch* *Life of Caesar* (PDF)*Suetonius: Edwards' Introduction* (PDF @ Bb: Readings: Suetonius)*Suetonius* *Life of the Deified Julius* (PDF)*CCRR* Ch. 6 "Women in the Roman Republic," by Phyllis Culham (ebook)**Week 8, Oct. 9-13 — Collapse of the Republican System (Late Republic) II****Lesson 15:** The Second Triumvirate (44-30 BCE)*Appian* *Civil Wars* 4.1-52 (PDF @ BB Readings: Appian) – The Proscriptions of 43/2 BCE*Suetonius* *Augustus* ch. 1-18 (PDF)(Suggested: **Selections on Cleopatra** PDF @ BB: Readings: Augustus)**Lesson 16:** Sources for Imperial History (taking a break from Ancient Sources to discuss... Ancient Sources)*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*)

Part II: From Augustus to Constantine; Roman Social History

Week 9: Oct. 16-20 — Augustus: From Warlord to Princeps (Imperial to Early Imperial periods)

Lesson 16: The New Emperor's Old Clothes: Cloaking the "Principate" in the Ideology of Traditionalism

Romans (2012) 276-308

CCAA Ch. 1 "Augustus and the Power of Tradition" by Walter Eder (ebook)

CCAA Ch. 2 "Augustus and the Making of the Principate" by Erich S. Gruen (ebook)

Coulston & Dodge (2000) 61-75 "The Moral Museum: Augustus and the City of Rome" (PDF: Coulston etc.)

Augustus Res Gestae Divi Augusti (The Deeds of the Divine Augustus) (PDF)

Suetonius Augustus 19-101 (PDF)

(Strongly Suggested: **Vergil Aeneid** Intro and Books 1, 6–8 (it *would* be best to read *all* of it...))

(Su) ASSIGNMENT 3: PAPER 3 – (Topic TBD/TBA) Sun. 10/22 by 5 p.m. on Bb: SafeAssign.

Week 10: Oct. 23-27 — Problems of the Principate (the Imperial system)

Lesson 17: The Problem of Imperial Succession

Romans (2012) 309-16

CCAA Ch. 6 "Women in the Time of Augustus," by Susan Treggiari (ebook)

Suetonius Tiberius (PDF)

Tacitus Annals Books 1–3 (Focus on treason trials, Germanicus, etc.)

Tacitus Annals 4.1-12; 4.32-35; and 5.50-51 (skim the rest) (@ BB: Readings: Tacitus)

Lesson 18: Toward Autocracy or Hellenistic Kingship? Julio-Claudian Emperors and Empresses

Romans (2012) 316-45

Tacitus Annals **Tacitus Annals** 11.23-38; 12.65-9; 13.1-5; 14.1-11, 60-5; 15.37-44, 60-4; 16.18-19 (Claudius, Nero)

Optional: **Suetonius: Caligula, Claudius, Nero** (PDF)

Week 11: Oct. 30 – Nov. 3 — Reaching the Zenith of Imperial Power and Expansion

Lesson 19: Consolidating the Imperial System: From Nero's Gilded Tyranny to Vespasian's Pragmatic Principate

Tacitus Histories 1.1-6, 1.14-50 ("Secret of Empire," assassination of Galba, rise of Otho) (PDF)

Tacitus Histories 2.74-86, 4.81-2 (Rise of Vespasian) (PDF)

Suetonius Life of Vespasian, Life of Titus (PDF)

Inscription Law on Vespasian's Powers (PDF)

Lesson 20: From Empire to Commonwealth — Consolidating the Empire (Trajan and Hadrian)

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)

Week 12: Nov. 6-10 — Urban Centers and Urban Life in the Roman Empire

Lesson 21: An Empire of Cities I: Urban Macro-Systems in the 1st- and 2nd-centuries CE

Romans (2012) 329-46 (review); 374-86

CCAR Ch. 2 "Population size and Social Structure [of Rome]," by Neville Morley (ebook)

CCAR Ch. 5 "Immigration and cosmopolitanization [of Rome]," by Claudia Moatti (ebook)

Themes in Roman Society & Culture 241-59 "Crime, Law, and Order" (PDF)

Pliny Letters 6.16, 6.20 (Vesuvius and Pompeii) (PDF)

Pompeian Graffiti (PDF) — Rated MA (Mature Audiences only, due to language and sexual content)

Lesson 22: An Empire of Cities II: The Roman *Familia* — Micro-Systems / Urban Households

CCAR Ch. 6 "Marriage, Families, Households," by Beryl Rawson (ebook)

CCAR Ch. 4 "Slaves and Freedmen," by Elizabeth Otto (ebook)

Sources on slavery in the Roman republic (pdf, review)

Week 13: Nov. 13-17 — Religion & Systems of Belief

Lesson 23: *Religions in Rome and in the Roman Empire*

CCAR Ch. 26 “The urban sacred landscape” by Andreas Bendlin

Themes in Roman Society & Culture 189-214, “Religion at Rome” (PDF)

J. Renshaw *In Search of the Romans* 103-23 “Alternative Beliefs (Roman religions)” (PDF)

Lesson 24: *The Rise of Christianity in Rome and in the Roman Empire*

CCAC Ch. 5: “The Impact of Constantine on Christianity” by H.A. Drake

Review: Pliny *Letters to Trajan* (the two about Christians) (PDF)

Perpetua *The Passion (Sufferings) of the Holy Women Perpetua and Felicitas* (PDF)

(Su) ASSIGNMENT 4: PAPER 4 (Option A or B) Due on 11/19 by 5 p.m.

Week 14: Nov. 20-24 — Leisure and Spectacle Entertainment in Rome and the Empire

Lesson 25: *An Empire of Cities III: Games as Religion and Entertainment*

CCAR Ch. 25 “Romans, play on!” *City of Games*,” by Nicholas Purcell (ebook)

Coulston-Dodge (2000) 210-58 “Entertaining Rome” (K. Coleman) (PDF)

Themes in Roman Society & Culture 263-83 “Entertainment in the Roman world” (PDF)

Sources on Roman Spectacle (PDF @BB: Readings: “Sand and Circus”)

HAPPY THANKSGIVING!

Week 15: Nov. 27 – Dec. 1 — New Challenges & Trajectories: The Tetrarchy & Constantine

Lesson 26: From 3rd Century Crisis to Diocletian and the Tetrarchic System of Rule and Succession

CCAC Ch. 2: “Before Constantine,” by Simon Corcoran (PDF)

Sources on the Reign of Diocletian (PDF, TBD)

Lesson 27: Constantine, Christianity, and *Nova Roma*

CCAC Ch. 3 “The Reign of Constantine,” by Noel Lenski (PDF)

Eusebius *Life of Constantine* 1.1-42 (PDF)

Week 16: Dec. 4-7 Finals Week (No Final for this course)