EUH 2012: Survey of Ancient History II
3.0 Credits, Department of History, University of South Florida—Sarasota-Manatee
Aetas autumnalis (Fall Term) MMXIV, 2767 A.U.C.

Instructor: Dr. J.S. Perry, C257, Sarasota-Manatee Campus, 941-359-4248.

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Office-hours (dates and times at which I shall be available in my office for a private consultation):
Mondays, 3.30 – 6 PM, and Wednesdays, 3.30 – 6 PM. If these times are inconvenient for you, I shall be glad to make an appointment, according to your and my own schedule. Please contact me, via e-mail or in person, to arrange a meeting.

Objectives and Description of the Course
This course is designed as a survey of the history of the city of Rome and the empire it controlled, from its origins in the eighth century BCE until the collapse of the empire in the West in 476 CE. The primary objectives of the course are to analyze:
• how the components of the Republican system of government seem to have functioned,
• how these structures bowed to the stresses of an expanding empire and extraordinary military commanders,
• how the Principate system was shaped by individual emperors, and continued to function, oftentimes in spite of the incompetence of the emperors themselves,
• how the empire commanded the loyalty of the provincial populations it controlled—and how those who had been conquered responded to ‘Romanization’, and
• how various strains of Christian belief emerged and how they reflected wider currents of religious thought in the era.

However, close attention will also be paid to the underlying, and less attested, institutions that contributed to Rome’s success in the wider Mediterranean world. At the conclusion of the course, the student should be able to describe:
♦ the role of gender in Roman daily life,
♦ Roman slavery and the systems of violence that kept it in place, and
♦ how ancient historians can use documents to reconstruct the lives of women, slaves, and ‘ordinary’ Romans, i.e. those who inhabited the lower reaches of the social scale in the period.

Basic Pedagogical Approach
The course has been fashioned as both an introduction to Roman history and an opportunity to improve the student's critical thinking, reading, and writing skills.

A crucial element of the course will be the analysis of a series of primary source documents (in English translation), and the student will be encouraged to weigh the validity of several sources that deal with the same or related topics. It is hoped that the student will discover the means by which professional ancient historians construct historical narratives from—often frustratingly inadequate—primary source material.

In addition, like every other course offered in the discipline of History at USFSM, this course will address the overall degree objectives identified by the faculty. These outcomes are defined as follows:

The curriculum for a bachelor's degree in History at USF Sarasota-Manatee is designed to prepare students for a future in the history profession and other professions that require solid research, writing, and analytical skills. By the time History majors graduate, they should be able to write well organized and grammatically correct papers that contain clear thesis statements and evidence to support their arguments. Moreover, in each course, students will be trained in the evaluation of primary and secondary source materials, weighing the impact of historical context on the construction of documents—a skill we label “thinking historically.” During their senior year, students will have the opportunity to demonstrate their acquired skills in the Pro-Seminar capstone course.

THE REMAINDER OF THIS SYLLABUS IS DESIGNED AS A SORT OF CONTRACT*, THE TERMS OF WHICH ARE, AS FOLLOWS:

Requirements of the Instructor:

1. To provide sufficient materials, in order to replicate the in-class learning environment for online delivery.
2. To give clear instructions and/or special assistance in advance of each paper or other assignment.
3. To grade all assignments efficiently and effectively, insuring that each student understands why s/he has earned a grade and is given concrete suggestions for future improvement.
4. To answer all students’ questions, whether in regard to course content, course design, or matter of interpretation, as thoroughly and as accurately as possible.

Requirements of the Student:

* As is standard in most contracts, there is also some small print here: The instructor reserves the right to make changes to this syllabus, but, if these occur, they will be minor and well-publicized.
1. To read and review all materials posted to the course website (including audio-enhanced PPTs, .pdf documents, video clips, and links to web resources), in addition to the three textbooks required for purchase.

2. To compose and post fourteen electronic messages to the course website, throughout the term. Each week, I will ask you to answer a question concerning the assigned reading. Your answer should be no fewer than three sentences long, and it must be posted to the course’s site before the deadline established in Canvas. Especially cogent, thorough, and thoughtful answers will be recorded, and they may result in extra points at some point in the course.

3. To complete a series of short quizzes and short writing assignments, generally one of each per week of the course. These are designed to enhance the students’ reading and understanding of the main course textbook, as well as the supplementary materials in each module.

4. To complete two four-to-six-page papers, each answering a specific question. Sheet(s) of instructions are posted in Canvas now, well in advance of the due-date of each assignment, giving you sufficient time to craft a superb piece. A ‘style sheet’ has also been posted, which will answer your concerns on minor mechanical points (e.g. ‘How do I create a footnote?’). The papers will be posted to the Canvas site, will be evaluated by a plagiarism detection device (TurnItIn.com), and will be graded and returned to the student through .pdf file.

The first paper will ask you to evaluate one of Plutarch’s biographies (of Gaius Marius, Pompey the Great, or Julius Caesar) through the lens of a specific question. The second paper will ask you to evaluate a specific section of Tacitus’ Annals, through his (distorted?) lens on the Julio-Claudian emperors Tiberius, Claudius, or Nero.

5. To complete a mid-term and a final examination, each covering roughly one-half of the material presented in class and in the outside readings (and no more). Both exams will be composed of a fill-in-the-blank element, an extensive set of geographic and map questions, and a series of short and long essays.

**Grade Distribution:**

- Internet communications (14, posted weekly throughout the term) - 10%
- Quizzes and short writing assignments - 10%
- First paper (DUE 17 OCTOBER) - 20%
- Mid-term examination (ON 24 OCTOBER) - 20%
- Second paper (DUE 26 NOVEMBER) - 20%
- FINAL EXAMINATION (ON 11 DECEMBER) - 20%
No ‘extra credit’ will be offered in this course. If you are concerned about your grade, at any point in the course, work harder and/or make an appointment with me.

**Grading, Assignment Submission, Lateness Penalties and Missed Tests**

**Grading**
The grading scheme for the course conforms to the 4-point grading system used in undergraduate programs at USF (e.g.—which means, in Latin??—A+ = 4.0, A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, etc.—which also means, in Latin?). Assignments and tests will bear a letter grade designation, which will be factored into the final course grade according to the percentages listed above.

**Lateness Penalty**
Assignments received later than the due-date will be penalized one-third letter grade (1/3 grade point) per day that the assignment is late. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the course instructor but will require supporting documentation. My goal is to ensure fairness for all students in the class; all of us have busy lives, but some things are beyond our control (i.e. what the Greeks would call ‘τύχη’).

**Missed Tests**
Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., a doctor’s letter) may request accommodation from the course instructor.

**Important Course Information for Students**

**Academic Honesty and Integrity**
The University of South Florida considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. In its Latin root, ‘plagiarism’ means something like ‘kidnapping.’ Thus, when you plagiarize, you are kidnapping someone else’s ‘brainchild’ and passing it off as your own.

Accordingly, the plagiarist violates the cardinal rule of behavior in an academic setting, and s/he will, in this class, be punished to the full extent that University regulations will allow, up to and including a zero for the assignment, a failing (or ‘FF’, indicating dishonesty) grade for the course, and/or moving to expel the student from the University. If you are concerned that you are stealing something from someone, please consult me before you turn in the assignment. Please also be sure to review the University’s policy in the USFSM Undergraduate Catalog ([http://www.sarasota.usf.edu/Academics/Catalogs/](http://www.sarasota.usf.edu/Academics/Catalogs/)) and the USF Student Code of Conduct ([http://www.sa.usf.edu/srr/page.asp?id=88](http://www.sa.usf.edu/srr/page.asp?id=88)) for specific policies.

USF maintains an account with an automated plagiarism detection service which allows instructors and students to submit student assignments to be checked for plagiarism. I
reserve the right to 1) request that assignments be submitted as electronic files and 2) electronically submit assignments to Turnitin, or 3) ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how, and to what extent, a student’s paper was plagiarized.

Access/Disability
The University is happy to accommodate any recognized special needs among its student body. Students with disabilities are responsible for registering with the Office of Students with Disabilities Services in order to receive academic accommodations. Reasonable notice must be given to the SDS office (normally 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. For more information, consult the Disabilities Services Coordinator at www.sarasota.usf.edu/Students/Disability/.

Religious Observance Accommodation
The University recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. For specific policies, consult http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-10-045.pdf.

Emergency Preparedness and Alternative Arrangements
In the event of an emergency (e.g. hurricane, μή γένοιτο), it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and e-mail messaging and/or an alternate schedule. It is the responsibility of the student to monitor this course's Canvas site for course-specific communication, and the main USFSM and College websites, e-mails, and MoBull messages for important general information. The USF hotline at 1-800-992-4231 is updated with pre-recorded information during an emergency. See the USFSM Emergency Action Plan on the Safety Preparedness Website for further information: http://www.sarasota.usf.edu/facilities/SafetyPreparedness.php.

Student Conduct
Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect and to refrain from actions disruptive to such a relationship.

Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the physical or the online classroom, and the responsibility of the student to cooperate in that endeavor. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. A recent statement of the policy and procedures involving disruptive and/or harassing behavior by students in academic situations is available in the USFSM Undergraduate Catalog.
(http://www.sarasota.usf.edu/Academics/Catalogs/) and in the USF Student Code of Conduct (http://www.sa.usf.edu/srr/page.asp?id=88).

Canvas Learning Support System
Canvas Support is available through USFSM E-Learning staff from 9am to 5pm Monday through Friday. The USF Tampa IT Helpdesk provides 24 hour support for CANVAS. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning hours. Additionally, CANVAS tutorials can be found in the Student Quickstart Guide at http://guides.instructure.com/m/8470.

Required Readings

Mary T. Boatwright, Daniel J. Gargola, Noel Lenski, and Richard J. A. Talbert, A Brief History of the Romans, 2nd edition, Oxford University Press, 2014. ISBN: 978-0-19-998755-9. *Be sure to purchase this Second Edition, as this will be crucial for success in the course. (The first edition was published in 2006, and Lenski was not one of its authors.)*


In addition to these, you will be required to read a series of scholarly articles and primary sources, as well as to view a series of images created in the Roman world. Moreover, there will be a number of links to interesting materials that I will expect you to view. These items will all be posted in Canvas, under the headings ‘Readings’ and ‘Web Resources’. You will be as responsible for these readings as you are for the books to be purchased in the campus bookstore.

WEEKLY SCHEDULE of Course Content and Assignments to be Completed:

PART ONE: ROME FROM THE REGAL PERIOD TO THE MIDDLE REPUBLIC (c. 1000 BCE—133 BCE)

Week One
- *The Geography of Italy and the Origins of Rome*, PPT.
- *Rome and her Neighbors in the Regal Period*, PPT.
- Read TALBERT, pp. xix–23, and explore the Forum, in the past and the present, at: http://www.capitolium.org/eng/virtuale/virtuale.htm
- Complete the Online Quiz for Chapter 1.
- Complete the Online Exercise, “Those darned Etruscans”: Interpreting visual evidence from a mysterious culture.
- Read the SLAYMAN article, profiling Andrea Carandini on Roman origins.
Answer Discussion questions: Is the early history of the city of Rome merely a myth? What might even the ‘mythic’ elements suggest about its reality?

Week Two
➢ The Creation of the Republic, PPT.
➢ The Struggle of the Orders and Early Expansion, PPT.
➢ Read TALBERT, 24-49.
➢ Complete the Online Quiz for Chapter 2.
➢ Read ‘Primary Sources on Roman Imperialism’ documents on the course website.
➢ Answer Discussion questions: What was the main motive for the Romans to expand their empire after 400 BCE? Were they completely honest about their goals?

Week Three
➢ The Punic Wars, PPT.
➢ Hannibal and the Alliance System, PPT.
➢ Read TALBERT, 50-64.
➢ Complete the Online Quiz for Chapter 3.
➢ Read ‘Punic Wars Readings’ documents on the course website.
➢ Complete Online exercise, Why did Rome win the Second Punic War?
➢ Answer Discussion questions: Why did the Romans go to war with Carthage in the First and Second Punic Wars? What was the main result of these conflicts?

Week Four
➢ The Republican “Constitution”: The “Regal” Magistracies, PPT.
➢ The “Aristocratic” Senate and the “Democratic” Assemblies, PPT.
➢ Review Course documents, on Roman Magistrates and The Voting Assemblies.
➢ Read MILLAR article in Canvas.
➢ Answer Discussion questions: Could the Roman Republic be described, in any way, as a ‘democracy’? If so, what were this democracy’s limits?

Week Five
➢ Imperial Expansion in the 2nd Century BCE: Greece, Carthage, Spain, PPT.
➢ The “Land Problem” and Economic Change in Roman Italy, PPT.
➢ Read TALBERT, 64-86.
➢ Complete the Online Quiz for Chapter 4.
➢ Read the Introduction to PLUTARCH’s Lives, pp. ix-xxviii.
➢ Read segments from BRUNT and ROSENSTEIN on the course website.
➢ Answer Discussion questions: How does Rosenstein challenge the classic thesis, propounded by P. A. Brunt and others, concerning the ‘progressive impoverishment of the [Roman] peasantry’ through the 2nd-century ‘wars and conscription’? Is there any element of his argument that you find unconvincing?

PART TWO: THE LAST CENTURY OF THE REPUBLIC
(133—44 BCE)
Week Six
- *The Challenge of the Gracchi*, PPT.
- *Marius and Sulla*, PPT.
- Read TALBERT, 86-115.
- Complete the Online Quiz for Chapter 5.
- Read PLUTARCH, 77-215 (*Lives of the Gracchi, Marius, and Sulla*).
- Watch video excerpts from *Julius Caesar* (2002), with my commentary.
- Answer Discussion questions: What motivated Tiberius Gracchus to make his proposal, in Plutarch’s opinion? Do you find this a plausible explanation of his behavior?

Week Seven
- *Roman Slavery and the War with Spartacus*, PPT.
- *Pompey and the First Triumvirate*, PPT.
- Read TALBERT, 116-135.
- Complete the Online Quiz for Chapter 6.
- Read PLUTARCH, 216-296 (*Life of Pompey*).
- Watch video excerpts from *Spartacus* (1960), with my commentary.
- Answer Discussion questions: What, if anything, did Spartacus' slave army, the Cilician pirates, and Mithridates VI have in common? Which was the biggest threat to Rome?

Week Eight
- First Paper Assignment Due.
- *Julius Caesar and the Coming of Civil War*, PPT.
- *Caesar’s Dictatorship and the Ides of March*, PPT.
- Read TALBERT, 136-159.
- Complete the Online Quiz for Chapter 7.
- Read PLUTARCH, 297-359 (*Life of Caesar*).
- Watch video excerpts from William Shakespeare’s *Julius Caesar* (1953) and *Cleopatra* (1963), with my commentary.
- Answer Discussion questions: What word best describes Julius Caesar, from what you have read and learned? Were the conspirators at all justified in their actions?
- Preparation for the Mid-Term Examination.

**PART THREE: POLITICS AND CULTURE IN THE PRINCIPATE (44 BCE—284 CE)**

Week Nine
- Mid-Term Examination.
- *The Second Triumvirate and the Rise of Octavian*, PPT.
- Read TALBERT, 160-172.
- Read PLUTARCH, 360-430 (*Life of Antony*).
- Review Course document on *The Rise of Octavian*.
- Watch video excerpts from *Cleopatra* (1934) and *Cleopatra* (1963), with my commentary.
Answer Discussion questions: Whom would you have been more inclined to support in 31 BCE, Octavian or Antony/Cleopatra? Why?

Week Ten
- Establishment of the Principate of Augustus, PPT.
- Augustan Images, PPTs.
- The Julio-Claudian Emperors, PPT.
- Read TALBERT, 172-192.
- Complete the Online Quiz for Chapter 8.
- Read SUETONIUS, Introduction (pp. vii-xxxvii) and pp. 43-135 (Lives of Augustus and Tiberius).
- Read the Res Gestae of Augustus (posted online).
- Watch video excerpts from I, Claudius (1976), with my commentary.
- Answer Discussion questions: Was Augustus’ Principate system based upon deception? Were many Romans willing to be deceived?

Week Eleven
- The Lives and Experiences of Roman Women, PPT.
- Roman Sexualities, PPT.
- Read TALBERT, 193-212.
- Complete the Online Quiz for Chapter 9.
- Read SUETONIUS, 136-227 (Lives of Caligula, Claudius, and Nero).
- For attempts to ‘legislate morality’ examine: http://www.stoa.org/diotima/anthology/wlgr/wlgr-romanlegal120.shtml.
- Answer Discussion questions: To what extent, and in what ways, might we consider Roman women ‘liberated’?

Week Twelve
- Literature, Law, and Provincial Life in the Principate, PPT.
- ‘The Five Good Emperors’ and the Emperor’s Role in the Second Century CE, PPT.
- Read TALBERT, 213-236.
- Complete the Online Quiz for Chapter 10.
- Read SUETONIUS, 280-294 (Life of Domitian).
- Watch video excerpts from Centurion (2009) and The Eagle (2011), with my commentary.
- Read LEVICK documents on Roman Imperialism.
- Answer Discussion questions: To what extent, and in what ways, did Rome’s conquered peoples ‘speak’? Was Rome listening?

PART FOUR: THE RISE AND CHALLENGE OF CHRISTIANITY
(1ST CENTURY CE—476 CE)

Week Thirteen
- Roman Religion and Christian Origins, PPT.
- **Heresies and Persecution in the Early Christian Centuries**, PPT.
- Read TALBERT, 237-280.
- Complete the Online Quiz for Chapters 11 and 12.
- Read STEVENSON documents, on Gnosticism and on Persecutions.
- Watch video excerpts from *Quo Vadis* (1951), with my commentary.
- Answer Discussion questions: What issue seems to have been particularly contentious in early Christianity? How did this contribute to ‘orthodoxy’ in belief?

**Week Fourteen**

- **Second Paper Assignment Due.**
- *Christian Development and Persecutions in the Third and Fourth Centuries*, PPT.
- *Constantine’s Conversion, the Council at Nicaea, and Julian ‘the Apostate’*, PPT.
- Read TALBERT, 281-301.
- Complete the Online Quiz for Chapter 13.
- Read STEVENSON for documents on the conversion and Nicaea.
- Read BOWERSOCK on Julian.
- Answer Discussion questions: What issues seem to the most contentious regarding the ‘conversion’ of Constantine? What seem to you to have been his religious attitudes?

**Week Fifteen**

- ‘Waiting for the Barbarians’: *The Collapse of the Empire in the West*, PPT.
- *The End of Antiquity and Roman Legacies*, PPT.
- Read TALBERT, 302-322.
- Complete the Online Quiz for Chapter 14.
- Watch video excerpts from *Agora* (2009), with my commentary.
- Preparation for Final Examination.
- Answer Discussion questions: What did ‘Romanness’ mean in the Early Middle Ages, and what does it mean in the 21st century?

**Week Sixteen**

**FINAL EXAMINATION.**