ARTS 3283, Ancient Dynasties
Session One, 2015

The Julio-Claudian family in procession, *Ara Pacis*
1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Course Convenor</th>
<th>Name</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Nick Doumanis</td>
<td>Morven Brown 334</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>9385 1705</td>
<td><a href="mailto:n.doumanis@unsw.edu.au">n.doumanis@unsw.edu.au</a></td>
</tr>
</tbody>
</table>

Consultation Time: Monday 2-3, Thursday 2-3

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Name</th>
<th>Room</th>
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<tbody>
<tr>
<td></td>
<td>Rachel Yuen-Collingridge</td>
<td>Morven Brown 363</td>
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<tr>
<th>Phone</th>
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<tr>
<td>9385 8014</td>
<td>TBC</td>
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2. Course Details

Units of Credit (UoC): 6

Course Description:

“When Rome was first a city, its rulers were kings. Then Lucius Junius Brutus created the consulate and free Republican institutions in general.” Thus begins Cornelius Tacitus’ *Annals*, perhaps the most brilliant history written in Rome. Rome’s five hundred year experience with a Republic—a pluralistic, if aristocratic system of rule—was antithetical to the system of monarchy. This course seeks to introduce students to the study of hereditary, autocratic rule, focusing on the first imperial dynasty of the Roman Empire: the Julio-Claudians. The lives and careers of Julius and Augustus Caesar and their successors are significant case studies, since they articulate the creation of dynasty where none had existed for centuries—a particularly important development since it arose in a political climate that rejected the principle of autocracy in general and monarchy in particular.

ARTS3283 also seeks to fulfill third year requirements for History Majors, as well as prepare students who are interested in pursuing an Honours degree in the field of History. While it is generally meant for those who would like to do theses in topics related to the Ancient and Pre-modern eras, many of the topics have applicability to other fields.

This course assumes a good familiarity with Roman History at least the Second Year level. If you have not taken second year Ancient History or Archaeology, you cannot take this course (your HSC studies do not count). Second, by enrolling in this course, you are agreeing to complete all assessments and abide by all rules and policies set forth in this course outline.

Course Aims

1. Impart an understanding of the Julio-Claudians.

2. Introduce students to the historiography of the Roman imperial period.

3. Improve students’ ability to conduct independent research.

4. Develop critical reasoning skills, focusing on analysis of primary and secondary sources.

5. Improve oral and written expression.

6. Improve basic research skills.

7. Prepare students for third-year study, and create a deeper interest for history in general.

Student Learning Outcomes

1. Students who have successfully completed this course can expect to have a good introductory knowledge of important issues about the history and historiography, methodology,
and approaches to ancient history. They will moreover focus on the issue of dynasty as it applies to the peculiar system of the Principate established in Rome in the early Roman Empire.

2. Knowledge of European geography, focusing on the Mediterranean region.

3. Ability to locate and employ a range of online and print primary and secondary sources in the construction of an historical essay (e.g., reference works, ancient texts, monographs, journal articles).

4. Ability to analyse and critically assess primary and secondary sources (online and print).

5. Improved facility for written and oral argumentation, including the ability to produce clear, lucid, and concise historical writing that is argumentative and analytical, not merely descriptive or narrative.

6. Appreciate a range of current historiographical perspectives related to early Roman imperial history.

### Graduate Attributes

1. History: Demonstrate an understanding of at least one period or culture of the past.

2. History: Identify and interpret a wide variety of secondary and primary materials.

3. History: Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.


5. History: Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form

6. History: Demonstrate an understanding of a variety of conceptual approaches to interpreting the past.

7. History: Show how history and historians shape the present and the future.

### 3. Learning and Teaching Rationale

Different courses at different levels require different approaches. This course will be centred on the standard two hour lecture and one hour tutorial format. Although this course has a large amount of lecturing, a far more important component of the course depends on you. The lectures often provide an introduction to a weekly topic. But tutorials will give students an opportunity to flesh out specific issues in greater depth as well as discuss how the issues reflect broader themes.

The nature of the lectures is meant to deliver a number of complex concepts and broad information in an understandable way. By nature it does not permit much interaction between student and instructor. The tutorial, however, allows students to have an opportunity to discuss In-depth the issues in lecture as well as other issues that might interest students. It is meant to be much more freeform and permit students to take a much more direct approach to what they learn. Active participation is highly encouraged.
4. **Teaching Strategies**

The two-hour lecture will deliver most of the course content, combined with proscribed readings to give students a good overall knowledge of the Middle Ages in Europe and the varying theories and approaches historians take to understand a historical period approximately 1000 years in length.

Tutorials will serve for students to analyse not only the broad aspects of Roman history, but also offer focused weekly topics, far more detailed and specific than the general survey of Roman history will allow.

5. **Course Assessment**

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class presentation and discussion</td>
<td>15 mins</td>
<td>20%</td>
<td>1-6</td>
<td>1-6</td>
<td>In the relevant week</td>
</tr>
<tr>
<td>Handout</td>
<td>No more than four A4 pages printed front to back</td>
<td>10%</td>
<td>3, 5</td>
<td>5</td>
<td>In the relevant week</td>
</tr>
<tr>
<td>Research Essay</td>
<td>2500-3000 words</td>
<td>50%</td>
<td>1-6</td>
<td>1-7</td>
<td>Friday, Week 13</td>
</tr>
<tr>
<td>Class test</td>
<td>2 hr exam</td>
<td>20%</td>
<td>1-6</td>
<td>1-6</td>
<td>Monday, Week 13</td>
</tr>
</tbody>
</table>

1. The cut off time for the assessment submission in the School is 4 pm of the stated due date.
2. The research essay will be submitted electronically only via Moodle.
3. Essays will be marked electronically and grades posted online.

**Class presentation and Handout:** Each student must deliver a *fifteen minute presentation* on one of the weekly topics, summarising issues arising from the readings and presenting their own take on the topic. Students must prepare a *handout of no more than four A4 pages* (printed double-sided) to accompany their presentation, setting out the main issues they are addressing and giving the bibliography consulted. Students are expected to go beyond the bibliography given in the study guide. The script or notes from which the student presents are to be submitted immediately after the presentation.

Students will be assessed on their ability to analyse and synthesise ancient sources and modern discussions critically, to structure and deliver material clearly and convincingly, to *keep to the allotted time*, to construct a handout which assists the audience to follow the paper, and to field questions from their peers and the lecturer about the topic. The handout is to be formatted in a clear manner and be free of errors (e.g. in spelling or referencing).
Research Essay: This 2500-3000 word paper must be submitted by Friday, week 13. It is meant to be a research essay exploring some aspect of the Julio-Claudian dynasty and incorporate feedback from the class presentation.

Class Participation: In order to pass this course you will need to attend nearly every class and participate in discussion. More than two unexcused absences will result in an automatic fail for the course.

NOTE:
1. All assessments must be attempted. Failure to attempt all assessments may result in a final failing mark.
2. You must keep a copy of your essay submitted to the course coordinator.

Please Note: The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://student.unsw.edu.au/grades

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from https://hal.arts.unsw.edu.au/students/courses/course-outlines/. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.
Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).

- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.

- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.

- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours

2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.

- A request for an extension should be submitted before the due time/date for the assessment task.

- The Course Authority should respond to the request within two working days of the request.
• The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.

• The Course Authority advises their decision through the online extension tool.

• If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

• A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.

• If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

• Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

• A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

• If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

• Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

• If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

• A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).
• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf
## 10. Course Schedule

*To view course timetable, please visit: [http://www.timetable.unsw.edu.au/](http://www.timetable.unsw.edu.au/)*

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Topic</th>
<th>Lecture Content</th>
<th>Tutorial Content</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Introduction</td>
<td>Introduction to the course; course coverage and requirements</td>
<td>No presentations</td>
<td>Simon Price and Peter Thonemann, <em>The Birth of the Classical World</em> (London, 2010), 217-56</td>
</tr>
<tr>
<td>Three</td>
<td>Sources for the Julio-Claudians</td>
<td>Using literary sources and material culture</td>
<td>Student Presentation</td>
<td>H.H. Scullard, <em>From the Gracchi to Nero</em> (London, 2010), 159-75</td>
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</table>
| Five             | The Augustan Regime: tweaking the Principate | Creation of Augustus | Student Presentation | Suetonius, *Augustus*; J.A. Crook, ‘Political
<table>
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<tr>
<th>Six</th>
<th>The problem of dynasty: Tiberius and “firstness”</th>
<th>Tiberius</th>
<th>Student Presentation</th>
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<thead>
<tr>
<th>Seven</th>
<th>Hellenistic models: Caligula</th>
<th>Caligula</th>
<th>Student Presentation</th>
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<tr>
<td></td>
<td>Suetonius, <em>Caligula</em> T.E.J. Wiedemann, ‘Tiberius to Nero’, in Alan K. Bowman,</td>
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<td>Eight</td>
<td>“Following in the ways of Augustus”: Claudius</td>
<td>Claudius</td>
<td>Student Presentation</td>
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<tr>
<td>Nine</td>
<td>The reception of dynasty in the Empire</td>
<td>End of a Dynasty?</td>
<td>Student Presentation</td>
</tr>
<tr>
<td>Ten</td>
<td>From princeps to emperor: Nero</td>
<td>Nero</td>
<td>Student Presentation</td>
</tr>
<tr>
<td>Eleven</td>
<td>When dynasty fails</td>
<td>The aftermath of 68</td>
<td>Student Presentation</td>
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</tbody>
</table>

Edward Champlin and Andrew Lintott (eds), CAH, Vol. X, 221-29


Suetonius, *Galba, Otho and Vitellius*; T.E.J. Wiedemann, ‘From Nero to Vespasian’, in
11. Course Resources

Textbook Details

All required course readings are available through the UNSW Bookstore


Some supplementary class materials will be available on Moodle

Synoptic/Reference Resources

- Loeb Classical Series (1889 -): the complete canon of Greek and Roman authors containing the original language on one page and an English translation on the facing page (UNSW has the complete collection)

Books on reserve at High Use Collection (HUC):
http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSWS&fn=search&vl(freeText0)=ARTS3272

Websites

Bryn Mawr Classical Review: http://ccat.sas.upenn.edu/bmcr
Centre for Roman Studies: www.rdg.ac.uk/Roman/Studies/gate.html
De Imperatoribus Romanis (DIR): www.roman-emperors.org
△IOTIMA (Diotima): Materials for the Study of Women and Gender in the Ancient World: www.stoa.org/diotima
Internet Ancient History Sourcebook:
http://www.fordham.edu/halsall/ancient/asbook.html
Internet Medieval Sourcebook: www.fordham.edu/halsall/sbook.html
JSTOR, Electronic Classical Resources (through UNSW Library)
L’Année Philologique: (through UNSW Library)
Perseus Digital Library: www.perseus.tufts.edu
### 12. Course Evaluation and Development

Courses are periodically reviewed and students’ feedback is used to improve them. Feedback is gathered using various means including UNSW’s Course and Teaching Evaluation and Improvement (CATEI) process.

### 13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:

http://www.lc.unsw.edu.au

### 14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at:

https://student.unsw.edu.au/complaints

### 15. Other Information

**myUNSW**

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au

https://my.unsw.edu.au/student/atoz/ABC.html

**OHS**

UNSW’s Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

https://www.ohs.unsw.edu.au/
Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/special-consideration

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au/

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.