SCHOOL OF HUMANITIES AND LANGUAGES

ARTS 2282

Ancient History: Rome

Semester 2, 2013

A Course offered by Geoff Nathan

The goddess, Roma, Ara Pacis
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Course Details
This course is the third part of a survey of the ancient world. In this semester, we will turn our attention to the rise of Rome in the west and how it grew from a small city-state to possess a large and enduring Empire. In addition to exploring the political events of the state, we will be spending considerable time on the social and cultural life of Rome. The consideration of the relationship of different cultures to one another will be of central focus as well. In the end, we will hopefully have a better understanding how Rome helped to create a culturally diverse, yet culturally distinct society in the ancient world.

Units of Credit: Six (6)

Course Aims
This course fulfils the requirements towards the History major, as well as those students required to complete their general education requirements. It also counts as a free elective. This course also counts towards the qualification of Education students intending to teach the Ancient History HSC/Extension programmes in NSW High Schools.

Student Learning Outcomes
Students who have successfully completed the assessment tasks for this course can expect to have a good introductory knowledge of important issues about the history of ancient Rome. More broadly, this course will prepare students to think analytically about the nature of change in an historical sense. Thirdly, students will have the opportunity to better develop their critical reasoning skills both orally and in writing. For students who plan to do Honours in History, the course is also introduces students to some of the theoretical and methodological aspects of the historical discipline.

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.

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.

Teaching Strategies
The two hour lecture will deliver most of the course content, combined with prescribed readings to give students a good overall knowledge of ancient Rome and the varying theories and approaches historians take to understand a historical period over 1000 years in length.

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

Course Schedule
See pages 10-11

Course Evaluation and Development
Students will have the opportunity to comment upon the course and its staff, particularly through the Course and Teaching Evaluation and Improvement (CATEI) Process. Student evaluations and criticism is taken seriously in an attempt to constantly improve the quality of teaching at UNSW.

Prescribed Texts
• Christopher Scarre, *The Penguin Historical Atlas of Ancient Rome*
• Chris MacKay, *Ancient Rome. A Military and Political History*
Additionally, required materials are available on Moodle or JSTOR.

Course Website
Some supplementary class materials will be available on Moodle/ Blackboard

Suggested References: Texts

Suggested References: 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
ΔΙΟΤΙΜΑ (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
UNSW History Guide: http://subjectguides.library.unsw.edu.au/history

**Suggested References: Classical Organisations**
Australasian Society for Classical Studies: http://www.ascs.org.au
American Philological Association: www.apaclassics.org

**A Note about the Library**
The Library has a modest, but growing, collection of ancient history books, so special arrangements have been made to maximise student access to materials. Some material will be placed in the High Use Collection (HUC). But there has been considerable dislocation and reorganisation of the Library’s holdings, so expect some difficulties in accessing material. Sydney University’s Fisher Library has an excellent ancient history collection, and holds most of the specialist journals in the field. Therefore, expect to utilise resources other than our library to complete your research essay. The Ancient History Subject Guide is a good beginning point: http://subjectguides.library.unsw.edu.au/content.php?pid=28808&sid=270894

**Assessment**
Assessment is based on a class group presentation, a major research essay and presentation of research.

Please Note:
**ALL ASSESSMENT TASKS** must be completed to receive a passing mark. You must keep a copy of each essay submitted to the course co-ordinator.

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>In-class quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>45%</td>
</tr>
<tr>
<td>Tutorial Essay</td>
<td>30%</td>
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**Random Quizzes:** At random times during the course of the session, I shall be giving five in-class quizzes during lecture (5% each). They will take a short answer/sentence (25% of total mark).

**Tutorial Paper:** approximately 1,500 words. The paper is to be submitted the **week following** the chosen tutorial meeting (30% of total mark). There are two options: Tutorial week 2 (due Friday, week 3) or Tutorial week 4 (Friday, due week 8). **To be submitted hard copy only.**

**Research Essay:** This 2500-word paper must be submitted on Friday, week 12 (by 4 o’clock). Students who do not adequately prepare for this assignment should expect a low mark. The essay questions are provided below under the research essay requirements (45% of total mark). **To be submitted hard and electronic copy.**
Anyone unfamiliar with proper history essay formatting should consult the History Essay Guide beforehand (available online in .pdf form at UNSW’s School of Humanities and Languages website).

**Assignment Submission**
The cut off time for all assignment submissions in the School is 4pm of the stated due date.
2 assignment copies must be submitted for the research essay - 1 paper copy and 1 electronic copy.
All hard copy assessments should be posted into the Assignment Drop Boxes outside the front counter of the School of Humanities and Languages on level 2, Morven Brown Building by 4pm on the due date. A completed cover sheet must be securely attached to assignments. The School is not responsible for any missing pages due to assignments not being stapled properly.
In addition, a soft copy must be sent by 4pm on the due date via Moodle/Blackboard.

**Assignment Collection**
Assignments should be collected from your convenor (me) and must be collected by the owner/author of the assignment. A Stamped Self Addressed Envelope must be provided on submission if students request their assignment to be posted back to their home address.

**Assignment Extensions**
A student may apply to the Lecturer/Tutor for an extension to the submission date of an assignment. Requests for extension must be made via myUNSW before the submission due date, and must demonstrate exceptional circumstances, which warrant the granting of an extension. If medical grounds preclude submission of assignment by due date, contact should be made with subject coordinator as soon as possible. A medical certificate will be required for late submission and must be appropriate for the extension period.
To apply for an extension please log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration

**Late Submission of Assignments**
Assignments submitted after the due or extended date will incur a 5% penalty of the maximum marks available for that assignment. Assignments received more than 10 calendar days after the due or extended date will not be allocated a mark.

**Attendance**
To successfully complete this unit you are required to attend minimum 80% of tutorials. If this requirement is not met (i.e., more than two unexcused absences), you will fail the unit. Attendance will be taken.

**Expectations of Students**
Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit.
framework, comply with workload expectations, and submit required work on time.

**Academic Honesty and Plagiarism**
You cannot copy or paraphrase someone else’s words without proper citation. You will earn a zero mark, and there will be no second chances. You are strongly advised to consult the policy of the university. Please access the following site:  [http://www.lc.unsw.edu.au/plagiarism/](http://www.lc.unsw.edu.au/plagiarism/)

**Occupational Health and Safety Policy**
UNSW's Occupational Health and Safety (OHS) Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. Students having any OHS concerns should raise them with their immediate supervisor, the School's OHS representative, or the Head of School. The OHS guidelines are available on the School's noticeboard and at: [http://www.hr.unsw.edu.au/ohswc/ohs/ohsms.html](http://www.hr.unsw.edu.au/ohswc/ohs/ohsms.html)

**Student Equity and Diversity**
Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convenor prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the SEADU (Ph: 9385 4734). Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

**Student Grievances**
The university is concerned that all students are 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. The current Officer is Dr. Susan Hardy. Further information about UNSW grievance procedures is available on the university website and in the Undergraduate Handbook.

SALVETE! (WELCOME)
Schedule of Lectures

WEEK 1: The origins of Rome and the Roman Kingdom
WEEK 2: Establishment of the Republic and early problems
WEEK 3: The First Punic War and its aftermath
WEEK 4: The Turning Point: The Second Punic War and its aftermath
WEEK 5: The Growth of Empire in the Mediterranean and its impact in Rome
WEEK 6: The Age of the Warlords and Devolution of the Republic: from Marius to Caesar
WEEK 7: The Second Triumvirate and the End? Late Republican society and culture
WEEK 8: The Age of Augustus
WEEK 9: The evolution of Rome and the Empire in the first century CE
WEEK 10: “The Happiest of all ages.” The era of the adoptive emperors
WEEK 11: The age of the military: crisis and reform in the third century
WEEK 12: The Dominate and Late Antiquity

Bust of the emperor, Caracalla
Week 2: 
The Tutorial

Introduction to the requirements of the tutorial programme, as well as an overview of the requirements and expectations in this course.

Each week we shall focus on a particular issue or set of issues relating directly to your weekly readings and to the broader outlines of our lectures. It is expected and encouraged that each student will be prepared and participate in every meeting.

Required reading for the week:
Scarre, 8 – 19
Mackay, 5 – 22

The Tetrarchs, Venice
Week 3:
Upstairs, Downstairs: Struggles of the Orders in Early Rome

The Romans were hardly unique in legally dividing their people into different castes. But the manner of their interaction, conflict, and rapprochement was key in defining Rome’s early history. This week we will look at the so-called “Struggle of the Orders: between Rome’s patrician and plebeian classes. The nature and resolution of that struggle would have a profound impact on Rome’s political and social history both at home and abroad.

Some questions to consider:
· What in your view was the most significant change as a result of the social struggle? Why?
· Was the Lex Canuleia the real beginning of the end for patrician dominance? Why or why not?
· Would you call the plebeian struggle a success? Why or why not?

Required reading for the week:
Scarre, 20 – 21
Mackay. 23 – 55
N. Lewis and M. Reinhold, Roman Civilization, vol 1, 3rd ed. (1990), selections (available on Moodle).

Via Sacra of the Roman Forum (meeting place of the Assemblies)
Tutorial Question #1
Due Friday 9 August by 4 pm

Was there a “Struggle of the Orders” or merely a series of reforms that changed the nature of power relationships within Rome? Defend your answer, with specific evidence.

Reference bibliography for tutorial paper:
   Dionysus of Halicarnassus, vi:89
   Livy, books 1-10, passim
   Plutarch, Parallel Lives (varied)

A. Alföldi, Early Rome and the Latins, Ann Arbor (1965).

Cornice from the Temple of Concord (between Rome’s orders)
No war was more destructive, more remembered than the war against Hannibal in Rome’s history. Hundreds of years after Carthage had been defeated and absorbed into the Empire, Romans still commemorated the losses during the war with official days of public mourning and literati from Vergil to Augustine would remember the conflict vividly. This week, we shall examine the impact of the Second Punic War (218-201 BCE) upon Rome, focusing especially on the strategy and tactics of Hannibal. In many ways, the war represented a turning point in Rome’s long history and in its national consciousness.

Some questions to consider:

· What was Hannibal’s strategy when he invaded Italy? Was it sound?
· Did the Roman response signal a new way in which Rome dealt with its enemies?

Required reading for the week:

Scarre, 24 – 25

McKay, 59 – 75

Week 5: The Gracchi and Empire

By the 130’s BCE, Rome was starting to feel the quite significant effects of Empire. While it created an enormous amount of wealth and power for the state and for its increasingly self-serving aristocracy, it also created a broad series of social, political and economic problems for the broad mass of Roman citizens. This week we will look at those problems and the first serious attempts to address the new reality for Rome as a state and as a body of citizens.

Some questions to consider:
· How did the rise of Rome’s Empire in the third and second century BCE relate to the internal problems of Rome?
· What did Tiberius Gracchus do to try to solve those internal problems?
· What problems did they solve? What problems did they create?
· How would you assess the contributions of the Gracchi to Roman politics? Were their tribunates turning points?

Required reading for the week:
Scarre, 26 – 27
Mackay, 76 – 114
Plutarch, selections, Tiberius Gracchus and Gaius Gracchus (Moodle)
Week 6:

Much Ado about Nothing? The End of the Roman Republic

We are focussing this week on the disintegration of Rome’s pluralistic system of governance: the key political change of Republic to Empire. In lecture, we have been focussing on the important politicians of the era and how their actions led to the breakdown of a system that had functioned in one form or another for close to five centuries. But were those in political authority, those who possessed cognisant of their actions? Did they know what they were doing? And perhaps most difficult of all: were the political power players doing things that could be seen as un-Republican? This week, we will read a whirlwind assessment of the political highlights of the late Republic and revisit these questions in greater depth.

Some questions to consider:
• Was there a turning point in the fortunes of the Republic? Can we point to a specific cause/set of causes?
• Do you agree with von Ungern-Sternberg’s assessment of the key political events/movers of the period, especially in his conclusions? Why or why not?

Required reading for the week:
Scarre, 28 – 33
Mackay, 115 – 142

Week 7:  
Art and the State

Last week, we discussed ways in which Roman territorial expansion affected the way in which Rome’s political system developed and the way in which Rome inculcated itself into Greek affairs. We also discussed in lecture how Greek culture had a pervasive impact upon Roman art, literature, architecture and learning. In tutorial this week, we shall explore the confluence of politics and culture in Roman triumphal painting, images that accompanied a triumphator (a conquering general) on his victorious march through Rome.

Some questions to consider:
- What characterised Roman triumphal paintings and imagery in the Republican world? Were there “good” and “bad” imagery? What defined those categories?
- For whose benefit were these images produced? Did triumphal imagery serve a political purpose for the triumphator or his audience? What did it say about the ways Romans wanted to see themselves?
- How did the introduction of Hellenic/Hellenistic imagery and motifs affect the way in which Roman conquests were depicted? How did these changes reveal deeper dialogues between Greek and Roman culture?

Required reading for the week:
Scarre, 34 – 37
Mackay, 143 - 169

Week 8: Gilded Age or Gilded Cage? The Age of Augustus

More than Romulus, more than Julius Caesar, Gaius Octavius—best known as Augustus—was indisputably the most influential individual in Roman history. Although he was shaped by the broad historical movements of his day, his policies largely created a new system of autocratic rule that would delineate Republic from Empire, and inaugurate a system that would last for nearly 500 years. This week, we shall examine in what way Augustus fashioned his new state according to the views of one scholar, Christian Meier.

Some questions to consider:
- In what ways were the powers/place of the republican system diminished? Enhanced? With whom was the new regime popular? Unpopular?
- How can one best understand the Rome that Augustus fashioned?
- What is your assessment of Augustus’ reforms and his control of the Roman state? Did he do what he had to do? Did he save the Republic?

Required reading for the week:
Scarre. 38 – 49
Mackay, 170 – 191
C. Meier, “C. Caesar Divi filius and the Formation of the Alternative in Rome,” in K. Raaflaub and M. Toher, Between Republic and Empire. Interpretations of Augustus and his Principate (Berkeley 1990), 54-70 (Moodle)
On his deathbed, Augustus was purported to have said: “Did I play my part well?”—a reference to the “theatre” of politics. Would you say that Augustus’ reforms and reign were a good thing or no? Why?

Reference bibliography for tutorial paper:

Appian, *Civil Wars*, books 3-5
Augustus, *Res Gestae*
Dio Cassius, books 50-56
Suetonius, “Augustus,” *Twelve Caesars*
Tacitus, *Annals* i:1-5

J.C. Edmondson, *Augustus* (Edinburgh 2009)
Week 9:  
“*Ius vitae neqisque?”* Family Life in Ancient Rome

Cicero once proclaimed that the family was a microcosm of the Roman state. Family, not the individual, was regarded as the essential unit of social and political order. The reality, as is the case in most societies, was rarely so neat. The impact of family and its function was of great import to Romans, high and low born alike. This week we shall consider the nature of family in the Roman world and see how it affected private life, public behaviour, and social divisions.

Some questions to consider:
- How did the Romans conceptualise the family? To what degree is it a construction of an aristocratic, male point of view?
- What was the cause and function of divorce? Do you think the Roman attitude towards the creation and dissolution of marriage sound?
- How did the Romans understand the function and place of children? Were they valued as children or something else?

Required reading for the week:
- Scarre, 50 – 59
- Mackay, 192 – 222
- J. Gardner and T. Wiedemann, *The Roman Household* (London 1991), selections (Moodle)

Relief of Roman marriage ceremony
Week 10:  
The Games? Death and Entertainment

Rome’s arena provided both death and entertainment for those who attended them. In the city of Rome and in many of the cities throughout the Empire, the citizenry were often admitted free of charge. Not only was this beneficence on the part of imperial, provincial and local officials, but it provided a venue for articulating Rome’s authority and power. This week, instead of looking at gladiatorial combat, we shall look at the way in which Rome used the games as spectacles of execution.

Some questions to consider:
- Why did Rome use mythological tales in its spectacles of execution?
- What benefits did the emperor and government derive from these spectacles? How about the audience?
- Does Coleman’s argument suggest that participation in these events was the same as approval of those who ruled? Why or why not?

Reading:
Scarre, 78 – 87
Mackay, 249 – 260 (223 – 248 recommended)

Gladiator dressed as Apollo
Week 11:
Pagans, Polytheists, and Christians: Unofficial Roman Religion

Of all the complexities of the Roman Empire, perhaps its bewildering assortment of cults, superstitions, mystery religions, divination methods, state rites, and illegal practices remains the most difficult to fathom. The polytheistic beliefs of the ancient world, mockingly called paganism by Christians, are of especial interest in understanding both everyday life and the changing character of religion in the Mediterranean world. This week we shall explore popular religion in the context of the broader religious venue of an state with multiple imperial, local and non-localised religious movements.

Some questions to consider:
- How was religion affected by Empire?
- What were some of the key concepts of non-official religion?
- How did non-official religious practices relate to official cults?
  What were their strengths and dangers?
- Can we speak of paganism/polytheism as a united religious movement?

Required reading for the week:
Scarre, 88 – 113
Mackay, 266 – 282
M. Beard et al., “The religions of imperial Rome,” in Religions of Rome vol. 1 (Cambridge 1998), 278-301 (Moodle)

Relief of the goddess, Roma, welcoming the emperor, Domitian
Week 12:  
*In Hoc Signes*: what difference did Constantine’s conversion make?

The conversion of Constantine has been considered an important turning point in the history of Rome and in western history. With his acceptance of Christianity, a fundamental shift in the nature of religion supposedly occurred. But what did that mean? What would have happened had he not converted?

Some questions to consider:
- Does Drake set forth a compelling case about the effects of conversion?
- What were the most significant impacts of his conversion on Christianity?
- Did Constantine’s conversion matter in the long run?

Required reading for the week:
Scarre, 114 – 118, 122 – 123, 126 – 127
Mackay, 283 – 315

Week 13:  
The End?

The Fall of the Roman Empire. The Dark Ages. The End. These and similar characterisations have been used to describe the period in which the western Roman Empire failed to sustain itself politically. Certainly the political demise of the west can be documented, but it leads to broader questions about ancient culture, “barbarians”, and other issues related to the describing those events in terms of decay. In our last week, we shall take a look at the “end” of Rome and see arguments for understanding this final era of Rome’s hegemony in Europe and the Mediterranean.

Some questions to consider:

- Are the terms decline and decay accurate terms to use? Why or why not?
- Is the model and concept of transition more useful or not?
- How “Roman” were the societies that followed the fifth century?

Required reading for the week:
Mackay, 331 – 356

Ruins of the Roman Forum
The Research Paper

Your paper is to be approximately 3,000 words in length. It will require you to do substantial research on the topic you choose, making use of a variety of primary and secondary sources. It is strongly suggested that you choose a topic within the first month of classes so that you may begin work. If you would like to write on another topic, instead of those listed here, that is possible, but it must be cleared first.

Late papers will be marked down 5% per day thereafter, INCLUDING SATURDAYS AND SUNDAYS. Papers submitted after 10 days will not be accepted.

1. One of the most common and earliest forms of social organization was slavery. Examine the practice of slavery in ancient Rome from 100 BCE to 200 CE. Consider not only the legal status and function of slaves, but also the social, cultural, and affective roles that they played within their society.

2. The Roman poet, Horace, once wrote of the relationship between Romans and Greeks: "The conquerors became the conquered." Discuss the political and the cultural relationship between the two from about 200 BCE on. Focus on one of the following areas: artistic production, literature, or intellectual pursuits (philosophy, history writing, science, etc.).

3. Examine the final age of the Roman Republic. What forces do you consider crucial in its demise? Was its disintegration a process that began because of the confluence of destructive forces over many years or was it a relatively sudden and by no means inevitable end?

4. Read Vergil’s Aeneid and compare it to the works of Homer. Is it largely an imitation of the Greek poet? How does Vergil build on the mythical tradition of classical culture? Were his purposes merely to glorify Rome and the age of Augustus or did he have other concerns?

5. Compare three emperors over the period of the Empire, one from each of the following periods: 31 BCE – 235 CE, 235 – 285 and 285–476. How do your choices represent the changes and evolution of the emperorship and Empire over time? How can we understand that evolution historically? What roles did your particular choices play in those changes?

6. Choose a city of the Roman Empire (except Rome), and trace its development over the imperial period. What function did urbanism serve, both to the government and to its citizens? How did changes in your city affect and/or reflect broader changes in the Empire?

7. How were “good” women understood in Roman society? Consider the life of one of the following women: Cornelia (mother of the Gracchi), Livia, Agrippina the Younger, Helena (mother of Constantine), Galla Placidia or Pulcheria. How do their particular lives inform us about the position and
status of women, aristocratic or otherwise? Is gender more important than other forms of social demarcation (e.g., wealth, class, location, legal status, religious affiliation)?

8. Examine one Roman religious cult, rite or practice. Consider, too, its relationship to Roman religion generally. You might look at official state practices, civic or private rites, mystery cults, types of divination, or even a form of magic. In your analysis, be sure to include any important scholarly debates about your particular choice.

9. Was Rome’s rise to dominance in Italy and then the Mediterranean an imperialist grab for power, a series of defensive wars that ended well for Rome, or the result of an evolving attitude towards war and foreign affairs. Consider the question from Rome’s beginnings down to 60 BCE.

10. Discuss the relationship of Christianity to Graeco-Roman society, considering its creation, evolution and eventual acceptance. Make sure you take into account the role of belief, of Roman religion, and the social and cultural roles religion played. Focus either on the period before the age of Constantine or after.

11. Some have seen the fall of Rome as essentially a military failure. Others have pointed to internal social and economic causes. Still others look to broad institutional problems and trends that caused its disintegration. What is your theory? Is it right, as some historians have suggested, to redefine the nature of the question and its investigation?

12. Compare and contrast the works of the historians Livy, Tacitus and Ammianus Marcellinus. What are their respective theories of the historical process, what are their interests and themes they emphasise, and what are their goals? Who, in your opinion, is the best Roman historian and why? (If you think there is another, better historian, you may include him in place of one of the others).

13. Compare and contrast the letters of TWO of the following authors: Cicero, Pliny the Younger, Fronto, Augustine, and Sidonius Apollinaris. In what way do they articulate the nature of Roman society and culture? How do they make use of and shape the genre of epistolary writing?
Notes for a Successful Research Essay

Many students have concerns about what is required in terms of substance and format for the research paper. There are certain requirements for a History Essay of any sort, and a few special concerns for an Ancient History Essay.

In addition to substance and research, I am a stickler for proper formatting of every essay. Improperly or inconsistent formatting will affect your final mark, possibly even a failure (see Academic Honesty and above). Therefore here are a few things about successfully completing your paper.

1. Your paper should have a clear thesis and argument. It should have a judicious balance of analysis and evidence. A history essay is often to a certain degree narrative and/or descriptive, but it must have a clear line of critical reasoning and evaluation.

2. For issues of formatting, layout, use of quotations, etc., consult the History Essay Guide: http://humanities.arts.unsw.edu.au/student-resources/essay-guides/
The essay guide also gives basic information on what your instructor will look for in assigning a final mark.

3. On numbers of sources for your essay, it will of course vary from essay to essay, but you should have at least:
   - 5 references from monographs (books, collected essays)
   - 3 references from academic journal articles
   - 1 reference from academically worthy internet sources

4. Citing ancient sources is slightly different from citing modern ones. In most circumstances, you use the ancient citation, not the modern one. That is because different editions of ancient sources vary greatly. This example is taken from the same edition:
   - RIGHT: Tacitus, *Annals* ii:37

5. Although not required, it is often useful to write an outline of your paper first. This helps to organise ideas and material, and help to create a more lucid expository essay.

6. I am happy to both discuss your essays with you prior to submission and also look over any written material/rough drafts.

VALETE!
(Farewell!!)