



# AHIS212

## Rome and the Caesars

S1 Day 2014

*Ancient History*

### Contents

---

<a href="#"><u>General Information</u></a>	2
<a href="#"><u>Learning Outcomes</u></a>	2
<a href="#"><u>Assessment Tasks</u></a>	3
<a href="#"><u>Delivery and Resources</u></a>	5
<a href="#"><u>Unit Schedule</u></a>	6
<a href="#"><u>Policies and Procedures</u></a>	7
<a href="#"><u>Graduate Capabilities</u></a>	9
<a href="#"><u>Assignment Submission and Extensions</u></a>	11

---

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Unit Convenor

Peter Keegan

[peter.keegan@mq.edu.au](mailto:peter.keegan@mq.edu.au)

Contact via [peter.keegan@mq.edu.au](mailto:peter.keegan@mq.edu.au)

W6A 512

By appointment

Credit points

3

Prerequisites

12cp

Corequisites

Co-badged status

Unit description

This unit comprises a study of Rome from the murder of Julius Caesar (44 BCE) to the end of the reign of Hadrian (138 CE). There is a large emphasis on political history, but attention is also paid to social, cultural and economic developments. Evidence is drawn from documents, monuments and the literature of the period.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form

Analyse and express your judgement about Roman imperial political, social, economic and cultural history in an oral and written form

Find, analyse and interpret primary and secondary sources for early imperial Roman history and present the information in a written format; interpret historical and historiographical information with appreciation and understanding

## Assessment Tasks

Name	Weighting	Due
<u>Participation</u>	10%	Every tutorial
<u>Source analysis</u>	20%	Relevant tutorial
<u>Essay</u>	30%	Week 8
<u>Examination</u>	40%	Formal examination period

### Participation

Due: **Every tutorial**

Weighting: **10%**

Participation refers to much more than simply being in attendance. In order to receive full marks for participation, students must consistently demonstrate their commitment to the course by being punctual and well-prepared for all classes, and completing any required tutorial reading and discussion preparation. Participation marks are also gained through active involvement during the meeting, demonstrated by asking and answering questions, participating constructively as required, and showing consideration for their fellow classmates and lecturer by behaving in a considerate and mature manner.

On successful completion you will be able to:

- Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form
- Analyse and express your judgement about Roman imperial political, social, economic and cultural history in an oral and written form

### Source analysis

Due: **Relevant tutorial**

Weighting: **20%**

ONE (1) written assignment (Source Analysis) is to be submitted for assessment. It will count for 20% of the final mark. You may submit TWO (2) papers and have the best mark count. (Preparation for each tutorial, however, is advised, since the material covered in tutorials will be examined.) Assignments must be handed in at the time of the tutorial: they will NOT be accepted after tutorial discussion has taken place. You are strongly advised to submit your Source Analysis by the mid-semester break. The appropriate length of this task will vary with the topic but should not exceed 900 words.

Your analysis should be based firmly upon the ancient evidence, and should show an appreciation of what is primary evidence and what is secondary evidence.

You will base your work principally on the material to be discussed in the pertinent week's tutorial. Obviously, there is only so much you can say in 900 words. You should consider this an exercise in expressing yourself succinctly. When citing the ancient evidence upon which you are basing any observation, you may choose to cite it in parentheses (brackets) or you may choose to use footnotes. Any material in footnotes is not considered to be part of your word-length. As you will almost certainly know, historians of the ancient world consider footnotes to be a holding-place for material which you believe necessary to underpin your statements in the text of your source analysis; your response itself should be as trim as is possible. (Please note: That is the Unit convenor's attitude to footnotes! Some people don't like them. In future courses, you should ascertain the individual approach of your teachers in this regard - just to be on the safe side.)

A bibliography of any modern works utilised must be provided.

On successful completion you will be able to:

- Analyse and express your judgement about Roman imperial political, social, economic and cultural history in an oral and written form
- Find, analyse and interpret primary and secondary sources for early imperial Roman history and present the information in a written format; interpret historical and historiographical information with appreciation and understanding

## Essay

Due: **Week 8**

Weighting: **30%**

**Length: 1500 words (+/- 10%).** It is expected that your answer to the essay question will demonstrate extensive consultation of the ancient sources listed in the Unit Guide.

Bibliographies will provide you with a starting point for developing a reading list of secondary literature for the essay topic you have chosen. In order to locate further material (both ancient and modern) on particular topics or personalities, consult the footnotes and indices of modern works.

In general, secondary literature should be consulted only by way of explaining the ancient sources or giving a broad perspective on the interpretation of the source material and, of course, all opinions included in the essay, whether quoted directly or paraphrased should be referenced according to the guidelines, Essay Presentation & Conventions: Style Guide, available from the Departmental office (W6A 540) or online at [http://mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_arts/department\\_of\\_ancient\\_history/teaching\\_materials/](http://mq.edu.au/about_us/faculties_and_departments/faculty_of_arts/department_of_ancient_history/teaching_materials/).

Ensure you download the Full Version of the Essay Presentation Guide.

On successful completion you will be able to:

- Analyse and express your judgement about Roman imperial political, social, economic and cultural history in an oral and written form
- Find, analyse and interpret primary and secondary sources for early imperial Roman history and present the information in a written format; interpret historical and historiographical information with appreciation and understanding

## Examination

Due: **Formal examination period**

Weighting: **40%**

There will be a written examination in the examination period. The examination will take the form of ONE (1) compulsory source analysis question on the principal ancient literary sources used in the Unit and choosing TWO (2) essay questions from a selection of twelve (12) questions.

On successful completion you will be able to:

- Analyse and express your judgement about Roman imperial political, social, economic and cultural history in an oral and written form
- Find, analyse and interpret primary and secondary sources for early imperial Roman history and present the information in a written format; interpret historical and historiographical information with appreciation and understanding

## Delivery and Resources

### CLASSES

For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on your classes and classroom locations.

### RESOURCES

#### REQUIRED READING

Tacitus, *The Annals* (transl. and commentary by A.J. Woodman, 2004) [available at: <http://www.scribd.com/doc/42733871/Annals-Tacitus>]

Suetonius, *Lives of the Caesars* (Oxford World Classics 2000)

This unit will lay great emphasis on the evidence of ancient sources. The Book of Readings (available for download on the unit iLearn site) should (if possible) be brought (or accessible while listening) to lectures and tutorials. Copies of Tacitus and Suetonius should be brought to all the relevant sessions also. You may also wish to purchase some paperback translations of other writers in addition to the above. For example, Cassius Dio, *The Roman History: The Reign of Augustus*, Vergil, *Aeneid*, Horace, *Odes and Epodes*, Pliny

the Younger, *Letters* - all available in a Penguin edition.

### RECOMMENDED READING

Werner Eck (transl. D.L. Schneider), *The Age of Augustus* (Oxford 2003)

Richard Alston, *Aspects of Roman History AD14-117* (London 1998, 2nd ed. 2013)

Anthony Birley, *Hadrian the Restless Emperor* (London 1997)

## Unit Schedule

<b>Week 1</b>	<b>Lectures</b> 1. Caesar's murder and its political effects. 2. Octavian, Antonius and the battle of Actium.	<b>No tutorial</b>
<b>Week 2</b>	<b>Lectures</b> 1. Octavian becomes Augustus - 27 BC. 2. Augustan history: the <i>Res Gestae</i> and Dio.	<b>Tutorial 1</b>
<b>Week 3</b>	<b>Lectures</b> 1. Augustus' military career. 2. Augustus and freedom of speech in Rome.	<b>Tutorial 2</b>
<b>Week 4</b>	<b>Lectures</b> 1. Augustus' plan for his successor. 2. Augustan monuments in Rome.	<b>Tutorial 3</b>
<b>Week 5</b>	<b>Lectures</b> 1. Tiberius and Augustus. 2. Tiberius and his nephew Germanicus.	<b>Tutorial 4</b>
<b>Week 6</b>	<b>Lectures</b> 1. Sejanus and the end of Tiberius' principate. 2. Caligula - hopes for a new Golden Age.	<b>Tutorial 5</b>

<b>Week 7</b>	<b>Lectures</b> 1. Caligula and the Jews of Alexandria. 2. Caligula's sister, Drusilla Panthea, and the precedent of Livia.	<b>Tutorial 6</b>
<b>Week 8</b>	<b>Lectures</b> 1. Claudius' accession and the role of the Praetorian Guard. 2. Claudius' wives and freedmen.	<b>No tutorial</b>
<b>Week 9</b>	<b>Lectures</b> 1. The early years of Nero as ruler. 2. The Pisonian conspiracy against Nero	<b>Tutorial 7</b>
<b>Week 10</b>	<b>Lectures</b> 1. AD 69-70: The Civil Wars. 2. Vespasian and Rome	<b>Tutorial 8</b>
<b>Week 11</b>	<b>Lectures</b> 1. Titus and the fall of Jerusalem. 2. Achievements of Domitian's principate	<b>Tutorial 9</b>
<b>Week 12</b>	<b>Lectures</b> 1. Rome under Nerva and Trajan. 2. Trajan's expansive wars.	<b>Tutorial 10</b>
<b>Week 13</b>	<b>Lectures</b> 1. Hadrian, Trajan's successor. 2. Hadrian and the Jewish War.	<b>No tutorial</b>

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy [http://mq.edu.au/policy/docs/grievance\\_management/policy.html](http://mq.edu.au/policy/docs/grievance_management/policy.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.



## Graduate Capabilities

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form
- Analyse and express your judgement about Roman imperial political, social, economic and cultural history in an oral and written form
- Find, analyse and interpret primary and secondary sources for early imperial Roman history and present the information in a written format; interpret historical and historiographical information with appreciation and understanding

### Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

#### Learning outcomes

- Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form
- Analyse and express your judgement about Roman imperial political, social, economic and cultural history in an oral and written form
- Find, analyse and interpret primary and secondary sources for early imperial Roman history and present the information in a written format; interpret historical and historiographical information with appreciation and understanding

## Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

### Learning outcomes

- Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form
- Analyse and express your judgement about Roman imperial political, social, economic and cultural history in an oral and written form
- Find, analyse and interpret primary and secondary sources for early imperial Roman history and present the information in a written format; interpret historical and historiographical information with appreciation and understanding

## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcome

- Find, analyse and interpret primary and secondary sources for early imperial Roman history and present the information in a written format; interpret historical and historiographical information with appreciation and understanding

## Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

### Learning outcome

- Find, analyse and interpret primary and secondary sources for early imperial Roman history and present the information in a written format; interpret historical and

historiographical information with appreciation and understanding

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- Actively participate in group discussion; work with and respond to the views of Ancient History staff and other students in the unit in an oral form
- Analyse and express your judgement about Roman imperial political, social, economic and cultural history in an oral and written form
- Find, analyse and interpret primary and secondary sources for early imperial Roman history and present the information in a written format; interpret historical and historiographical information with appreciation and understanding

## Assignment Submission and Extensions

### ASSIGNMENT SUBMISSIONS

**ALL** written assignments (tutorial submission, essay) will be submitted via Turnitin.

You are required to present yourself for examination at the time and place designated in the University Examination Timetable. The only exception to sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances, please consult University Policy for the available procedure.

### EXTENSIONS

**ALL** deadlines are firm unless an extension has been requested one (1) week before the due date. A penalty for lateness will apply unless a doctor's certificate is supplied. No written work will be accepted for assessment after the end of Week 13. 5% of credit will be deducted for the first day assignments are submitted late without an extension and thereafter 2% of credit will be deducted per day for assignments submitted late without an extension. If an assessment task is more than two (1) weeks late, students will need the permission of the unit convenor before submitting the task. Tasks more than two (2) weeks late, without extension or convenor permission, will not be marked. **NOTE WELL:** 5% of credit will be deducted for assignments that exceed the word length by 10% or more. Assignments handed in early will not be marked and returned before the due date, (Always retain a copy of completed tasks in case of loss.)