



AHIS212

Rome and the Caesars

S1 External 2016

Dept of Ancient History

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	5
<u>Unit Schedule</u>	6
<u>Learning and Teaching Activities</u>	7
<u>Policies and Procedures</u>	8
<u>Graduate Capabilities</u>	9
<u>Changes from Previous Offering</u>	15
<u>Assignment Submission and Extensions</u>	15

Disclaimer

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General Information

Unit convenor and teaching staff

Unit Convenor

Peter Keegan

peter.keegan@mq.edu.au

Contact via peter.keegan@mq.edu.au

W6A 236

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>	20%	Every tutorial
<u>Source analysis</u>	20%	Relevant tutorial
<u>Essay</u>	30%	Week 8
<u>Examination</u>	30%	Formal examination period

Participation

Due: **Every tutorial**

Weighting: **20%**

Participation refers to much more than simply being in attendance. In order to receive marks for participation, students must consistently demonstrate their commitment to the course by being well-prepared for all classes, and completing any required seminar reading and discussion preparation. Participation marks are also gained through active involvement, demonstrated by answering questions set for discussion, responding to peers as required, and showing consideration for fellow classmates and seminar moderator 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%**

TWO (2) written assignments (Source Analyses) are to be submitted for assessment. Each will count for 10% of the final mark. The combined assessment weighting for this task is 20%. Preparation for each seminar is advised, since the material covered will be examined. Assignments must be submitted by midday on Mondays of the relevant week: they will NOT be accepted once online forum discussion has commenced. The length of this task 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 seminar. 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/departments_of_ancient_history/teaching_materials/.

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

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- 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: **30%**

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 seminars 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. NB There are no formal lectures scheduled for this unit. However, recordings of lectures delivered in previous years will be provided on the AHIS212 iLearn site.

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

Week 1	Recorded Lectures 1. Caesar's murder and its political effects. 2. Octavian, Antonius and the battle of Actium.	Seminar 0
Week 2	Recorded Lectures 1. Octavian becomes Augustus - 27 BC. 2. Augustan history: the <i>Res Gestae</i> and Dio.	Seminar 1
Week 3	Recorded Lectures 1. Augustus' military career. 2. Augustus and freedom of speech in Rome.	Seminar 2
Week 4	Recorded Lectures 1. Augustus' plan for his successor. 2. Augustan monuments in Rome.	Seminar 3
Week 5	Recorded Lectures 1. Tiberius and Augustus. 2. Tiberius and his nephew Germanicus.	Seminar 4
Week 6	Recorded Lectures 1. Sejanus and the end of Tiberius' principate. 2. Caligula - hopes for a new Golden Age.	Seminar 5
Week 7	Recorded Lectures 1. Caligula and the Jews of Alexandria. 2. Caligula's sister, Drusilla Panthea, and the precedent of Livia.	Seminar 6

Week 8	Recorded Lectures <ol style="list-style-type: none"> 1. Claudius' accession and the role of the Praetorian Guard. 2. Claudius' wives and freedmen. 	No seminar
Week 9	Recorded Lectures <ol style="list-style-type: none"> 1. The early years of Nero as ruler. 2. The Pisonian conspiracy against Nero 	Seminar 7
Week 10	Recorded Lectures <ol style="list-style-type: none"> 1. AD 69-70: The Civil Wars. 2. Vespasian and Rome 	Seminar 8
Week 11	Recorded Lectures <ol style="list-style-type: none"> 1. Titus and the fall of Jerusalem. 2. Achievements of Domitian's principate 	Seminar 9
Week 12	Recorded Lectures <ol style="list-style-type: none"> 1. Rome under Nerva and Trajan. 2. Trajan's expansive wars. 	Seminar 10
Week 13	Recorded Lectures <ol style="list-style-type: none"> 1. Hadrian, Trajan's successor. 2. Hadrian and the Jewish War. 	No seminar

Learning and Teaching Activities

Source-based Collaborative Participation

This Learning and Teaching Activity pertains to the Participation and Source Analysis Assessment Tasks. As listed in the Unit Schedule, students meet to examine primary evidence from antiquity which illuminate one or more facets of life under the Caesars (44 BC-AD138). This evidence may be literary, documentary and/or material in nature, and will touch on political and/or military and/or socio-cultural aspects of Roman history during the studied period. As outlined in the Assessment Task summary, this activity requires commitment, preparation and active involvement: (1) COMMITMENT: punctual attendance (or consistent presence in weekly online forums if enrolled in external mode); (2) PREPARATION: pre-reading of prescribed source materials and relevant note-taking; (3) ACTIVE INVOLVEMENT: small-group and individual engagement in shared discussion about pertinent primary evidence and secondary scholarship (or posts responding directly to stimulus questions and fellow student comments in weekly online forums if enrolled in external mode). For students enrolled in internal mode, the Source-based Collaborative Participation will take place in the Active Learning Space (Macquarie Theatre, Floor 2 - W2.4A 2.300). For students enrolled in external mode, this Learning and Teaching Activity will take place in the online Learning Forums.

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

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy 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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

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) 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

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

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

Graduate Capabilities

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

Assessment task

- Participation

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

Assessment task

- Participation

Learning and teaching activity

- This Learning and Teaching Activity pertains to the Participation and Source Analysis Assessment Tasks. As listed in the Unit Schedule, students meet to examine primary evidence from antiquity which illuminate one or more facets of life under the Caesars (44 BC-AD138). This evidence may be literary, documentary and/or material in nature, and will touch on political and/or military and/or socio-cultural aspects of Roman history during the studied period. As outlined in the Assessment Task summary, this activity requires commitment, preparation and active involvement: (1) COMMITMENT: punctual attendance (or consistent presence in weekly online forums if enrolled in external mode); (2) PREPARATION: pre-reading of prescribed source materials and relevant note-taking; (3) ACTIVE INVOLVEMENT: small-group and individual engagement in shared discussion about pertinent primary evidence and secondary scholarship (or posts responding directly to stimulus questions and fellow student comments in weekly online forums if enrolled in external mode). For students enrolled in internal mode, the Source-based Collaborative Participation will take place in the Active Learning Space (Macquarie Theatre, Floor 2 - W2.4A 2.300). For students enrolled in external mode, this Learning and Teaching Activity will take place in the online Learning Forums.

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Assessment tasks

- Essay

- Examination

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

Assessment tasks

- Participation
- Source analysis
- Essay
- Examination

Learning and teaching activities

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discussion about pertinent primary evidence and secondary scholarship (or posts responding directly to stimulus questions and fellow student comments in weekly online forums if enrolled in external mode). For students enrolled in internal mode, the Source-based Collaborative Participation will take place in the Active Learning Space (Macquarie Theatre, Floor 2 - W2.4A 2.300). For students enrolled in external mode, this Learning and Teaching Activity will take place in the online Learning Forums.

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

Assessment tasks

- Source analysis
- Essay
- Examination

Learning and teaching activities

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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

Assessment tasks

- Source analysis
- Essay

Learning and teaching activities

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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

Assessment tasks

- Participation
- Source analysis
- Essay
- Examination

Learning and teaching activities

- This Learning and Teaching Activity pertains to the Participation and Source Analysis Assessment Tasks. As listed in the Unit Schedule, students meet to examine primary evidence from antiquity which illuminate one or more facets of life under the Caesars (44 BC-AD138). This evidence may be literary, documentary and/or material in nature, and will touch on political and/or military and/or socio-cultural aspects of Roman history during the studied period. As outlined in the Assessment Task summary, this activity requires commitment, preparation and active involvement: (1) COMMITMENT: punctual attendance (or consistent presence in weekly online forums if enrolled in external mode);

(2) PREPARATION: pre-reading of prescribed source materials and relevant note-taking;
(3) ACTIVE INVOLVEMENT: small-group and individual engagement in shared discussion about pertinent primary evidence and secondary scholarship (or posts responding directly to stimulus questions and fellow student comments in weekly online forums if enrolled in external mode). For students enrolled in internal mode, the Source-based Collaborative Participation will take place in the Active Learning Space (Macquarie Theatre, Floor 2 - W2.4A 2.300). For students enrolled in external mode, this Learning and Teaching Activity will take place in the online Learning Forums.

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Assessment tasks

- Participation
- Source analysis
- Essay

Changes from Previous Offering

The following elements of AHIS212 have changed:

1. Assessment: weighting and type

- Tutorial participation assessment has increased from 10% to 20%; examination assessment has decreased from 40% to 30%.
- Written tutorial submissions have increased from 1 to 2; the examination is now take-home rather than formal and invigilated.

2. Lectures and classes

- Lectures are provided as recordings from previous years rather than presented in real-time.
- Internal classes take the form of 2hr seminars instead of 1hr tutorials.
- External online forums take the form of mandatory posts (original responses to prescribed discussion questions + selective response(s) to one (or more) named peers).

Assignment Submission and Extensions

ASSIGNMENT SUBMISSIONS

ALL written assignments (seminar, essay, examination) will be submitted via Turnitin.

EXTENSIONS

ALL deadlines are firm unless an extension has been requested no later than 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 more than 10 days after the due date. 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. 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 do not attain or 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.)