



# AHPG838

## Writing Imperial Lives: Tacitus and Suetonius

S1 External 2015

*Dept of Ancient History*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor

Peter Keegan

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W6A 236

By appointment

Credit points

4

Prerequisites

Admission to MAnchHist or GradCertAncHist or MA in (Ancient History or Coptic Studies or ECJS or Egyptology or History or Late Antiquity or Ancient Art and Architecture) or PGDipArts in (Ancient History or ECJS) or PGCertArts in (Ancient History or Coptic Studies)

Corequisites

Co-badged status

Unit description

This unit gives students the opportunity to make a detailed study of two of the most famous works of Roman history (Annals and Twelve Caesars). Particular attention will be paid to the life and times of Tacitus and Suetonius, especially their relationships with contemporary literary figures as well as their depictions of the most important members of the Julio-Claudian and Flavian dynasties.

## 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:

Read, analyse and interpret select sections from the mandatory primary historical texts and commentary in pertinent secondary sources and present the information in a written format

Utilise and reflect on prior knowledge and experience, to apply higher level critical thinking skills, and to integrate and synthesise learning and knowledge of ancient

historiographical practices from a range of literary and documentary sources and contexts.

Enquire systematically and use research skills to create new knowledge that can contribute to the field of ancient historiography

Communicate effectively and convey views about the life, times, and work of Tacitus and Suetonius to different social, cultural, and professional audiences

Demonstrate a high standard of discernment and common sense in professional and personal judgement.

## Assessment Tasks

Name	Weighting	Due
<a href="#"><u>Seminar Participation</u></a>	30%	Weeks 2-6, 8-12
<a href="#"><u>Historiographical Exercise I</u></a>	35%	Week 7
<a href="#"><u>Historiographical Exercise II</u></a>	35%	Week 13

### Seminar Participation

Due: **Weeks 2-6, 8-12**

Weighting: **30%**

**Online seminar participation in Weeks 2-6 and 8-12** will explore a range of topics keyed to the life, times and literary production of Tacitus and Suetonius. Each week students will

- consider brief readings and set of stimulus questions relating to a particular topic
- provide a brief, integrated post relating to the stimulus questions in the online forum (original post – submitted *no later than* Wednesday of the relevant week) (150 words)
- contribute a brief, integrated response to the discussion generated by individual responses (selective response – submitted *no later than* Sunday of the relevant week) (150 words)
- explore issues and share ideas relating to the weekly seminar topic.

On successful completion you will be able to:

- Read, analyse and interpret select sections from the mandatory primary historical texts and commentary in pertinent secondary sources and present the information in a written format
- Utilise and reflect on prior knowledge and experience, to apply higher level critical thinking skills, and to integrate and synthesise learning and knowledge of ancient

historiographical practices from a range of literary and documentary sources and contexts.

- Communicate effectively and convey views about the life, times, and work of Tacitus and Suetonius to different social, cultural, and professional audiences
- Demonstrate a high standard of discernment and common sense in professional and personal judgement.

## Historiographical Exercise I

Due: **Week 7**

Weighting: **35%**

This task is based on knowledge and understanding of Tacitus acquired in Weeks 1-6: his life and times, historical background, historiographical method, and the structure and contents of *Annals*) and comprises the composition of (1) an historiographical profile of an historical episode (AD 37-47) (400-500 words); (2) a fictional episode in the style of Tacitus (850-1000 words); and (3) a formal paper on an aspect of the *Annals* (1250-1500 words).

On successful completion you will be able to:

- Read, analyse and interpret select sections from the mandatory primary historical texts and commentary in pertinent secondary sources and present the information in a written format
- Utilise and reflect on prior knowledge and experience, to apply higher level critical thinking skills, and to integrate and synthesise learning and knowledge of ancient historiographical practices from a range of literary and documentary sources and contexts.
- Enquire systematically and use research skills to create new knowledge that can contribute to the field of ancient historiography

## Historiographical Exercise II

Due: **Week 13**

Weighting: **35%**

This three-part task is based on knowledge and understanding of Suetonius acquired in Weeks 7-12: his life and times, historical background, biographical method, and the structure and contents of *Lives of the Twelve Caesars*) and comprises the composition of (1) a biographical profile of a selected historical figure (400-500 words); (2) five (5) sections of a fictional *Life* in the style of Suetonius (850-1000 words); and (3) a formal paper on an aspect of *Twelve Caesars* (1250-1500 words).

On successful completion you will be able to:

- Read, analyse and interpret select sections from the mandatory primary historical texts and commentary in pertinent secondary sources and present the information in a written format
- Utilise and reflect on prior knowledge and experience, to apply higher level critical thinking skills, and to integrate and synthesise learning and knowledge of ancient historiographical practices from a range of literary and documentary sources and contexts.
- Enquire systematically and use research skills to create new knowledge that can contribute to the field of ancient historiography

## Delivery and Resources

### REQUIRED and RECOMMENDED TEXTS and/or MATERIALS

There are no set texts for AHPG838. Useful online English translations of Tacitus can be found at:

1. <http://classics.mit.edu/Tacitus/annals.html>
2. <http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Tacitus/home.html>
3. <http://www.perseus.tufts.edu/hopper/text;jsessionid=A4E5EB7A9267CFB5D9001A5293CCBC92?doc=Perseus%3atext%3a1999.02.0078>

Useful online English translations of Tacitus can be found at:

1. <http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Suetonius/12Caesars/home.html>
2. <http://www.gutenberg.org/files/6400/6400-h/6400-h.htm>
3. <http://www.perseus.tufts.edu/hopper/collection?collection=Perseus%3Acollection%3AGreco-Roman>

### UNIT WEBPAGE and TECHNOLOGY USED and REQUIRED

Online units can be accessed at: <http://ilearn.mq.edu.au>

The unit uses the following technology: iLearn (Moodle)

## Unit Schedule

Week 1	Introduction to Tacitus and Suetonius
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<b>Week 2</b>	Tacitus: life, works and historical background
<b>Week 3</b>	Structure in Tacitus
<b>Week 4</b>	Tacitus as an Historian
<b>Week 5</b>	Politics in Tacitus
<b>Week 6</b>	Imperial women in Tacitus
<b>Week 7</b>	Submission I: final preparation + submission
<b>Week 8</b>	Suetonius: life, works and historical background
<b>Week 9</b>	Structure in Suetonius
<b>Week 10</b>	Suetonius: the historical question
<b>Week 11</b>	Suetonius and the ancient art of physiognomy

Week 12	Destiny, power and character in Suetonius
Week 13	Submission II: final preparation + submission

## Learning and Teaching Activities

### Source-based Collaborative Participation

This Learning and Teaching Activity pertains to the Seminar Participation Assessment Task. As listed in the Unit Schedule, students meet to examine primary evidence from antiquity which illuminate a range of topics keyed to the life, times and literary production of Tacitus and Suetonius. This evidence may be literary, documentary and/or material in nature, and will touch on political and/or military and/or socio-cultural history during the studied period. As outlined in the Assessment Task summary, this activity requires commitment, preparation and active involvement: (1) COMMITMENT: consistent presence in weekly online forums; (2) PREPARATION: pre-reading of prescribed source materials and relevant note-taking; (3) ACTIVE INVOLVEMENT: posts responding directly to stimulus questions and fellow student comments in weekly online forums. 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](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/)

## 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](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

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:



## Learning outcome

- Demonstrate a high standard of discernment and common sense in professional and personal judgement.

## Assessment task

- Seminar Participation

## Learning and teaching activity

- This Learning and Teaching Activity pertains to the Seminar Participation Assessment Task. As listed in the Unit Schedule, students meet to examine primary evidence from antiquity which illuminate a range of topics keyed to the life, times and literary production of Tacitus and Suetonius. This evidence may be literary, documentary and/or material in nature, and will touch on political and/or military and/or socio-cultural history during the studied period. As outlined in the Assessment Task summary, this activity requires commitment, preparation and active involvement: (1) COMMITMENT: consistent presence in weekly online forums; (2) PREPARATION: pre-reading of prescribed source materials and relevant note-taking; (3) ACTIVE INVOLVEMENT: posts responding directly to stimulus questions and fellow student comments in weekly online forums. This Learning and Teaching Activity will take place in the online Learning Forums.

## PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

## Learning outcome

- Read, analyse and interpret select sections from the mandatory primary historical texts and commentary in pertinent secondary sources and present the information in a written format

## Assessment tasks

- Seminar Participation
- Historiographical Exercise I
- Historiographical Exercise II

## Learning and teaching activities

- This Learning and Teaching Activity pertains to the Seminar Participation Assessment

Task. As listed in the Unit Schedule, students meet to examine primary evidence from antiquity which illuminate a range of topics keyed to the life, times and literary production of Tacitus and Suetonius. This evidence may be literary, documentary and/or material in nature, and will touch on political and/or military and/or socio-cultural history during the studied period. As outlined in the Assessment Task summary, this activity requires commitment, preparation and active involvement: (1) COMMITMENT: consistent presence in weekly online forums; (2) PREPARATION: pre-reading of prescribed source materials and relevant note-taking; (3) ACTIVE INVOLVEMENT: posts responding directly to stimulus questions and fellow student comments in weekly online forums. This Learning and Teaching Activity will take place in the online Learning Forums.

## PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

### Learning outcome

- Utilise and reflect on prior knowledge and experience, to apply higher level critical thinking skills, and to integrate and synthesise learning and knowledge of ancient historiographical practices from a range of literary and documentary sources and contexts.

### Assessment tasks

- Seminar Participation
- Historiographical Exercise I
- Historiographical Exercise II

### Learning and teaching activities

- This Learning and Teaching Activity pertains to the Seminar Participation Assessment Task. As listed in the Unit Schedule, students meet to examine primary evidence from antiquity which illuminate a range of topics keyed to the life, times and literary production of Tacitus and Suetonius. This evidence may be literary, documentary and/or material in nature, and will touch on political and/or military and/or socio-cultural history during the studied period. As outlined in the Assessment Task summary, this activity requires commitment, preparation and active involvement: (1) COMMITMENT: consistent

presence in weekly online forums; (2) PREPARATION: pre-reading of prescribed source materials and relevant note-taking; (3) ACTIVE INVOLVEMENT: posts responding directly to stimulus questions and fellow student comments in weekly online forums. This Learning and Teaching Activity will take place in the online Learning Forums.

## PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

### Learning outcome

- Enquire systematically and use research skills to create new knowledge that can contribute to the field of ancient historiography

### Assessment tasks

- Historiographical Exercise I
- Historiographical Exercise II

## PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

### Learning outcome

- Communicate effectively and convey views about the life, times, and work of Tacitus and Suetonius to different social, cultural, and professional audiences

### Assessment tasks

- Seminar Participation
- Historiographical Exercise I
- Historiographical Exercise II

### Learning and teaching activities

- This Learning and Teaching Activity pertains to the Seminar Participation Assessment Task. As listed in the Unit Schedule, students meet to examine primary evidence from antiquity which illuminate a range of topics keyed to the life, times and literary production

of Tacitus and Suetonius. This evidence may be literary, documentary and/or material in nature, and will touch on political and/or military and/or socio-cultural history during the studied period. As outlined in the Assessment Task summary, this activity requires commitment, preparation and active involvement: (1) COMMITMENT: consistent presence in weekly online forums; (2) PREPARATION: pre-reading of prescribed source materials and relevant note-taking; (3) ACTIVE INVOLVEMENT: posts responding directly to stimulus questions and fellow student comments in weekly online forums. This Learning and Teaching Activity will take place in the online Learning Forums.

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

This graduate capability is supported by:

### Assessment task

- Seminar Participation

## Assignment Submission and Extensions

### ASSIGNMENT SUBMISSION

Please see your unit on iLearn website for assignment submission instructions.

### EXTENSIONS

Extension requests should be made as early as possible.

All assignments which are officially received after the due date, and where no extension has been granted by the course tutor, will incur a deduction of 5% for the first day, and 2% for each subsequent day including the actual day on which the work is received. Weekends and public holidays are included.

Extensions are granted **only** on grounds of illness or misadventure, and appropriate supporting documentation must be submitted. Work submitted after two (2) weeks beyond the due date, or the date after which an extension has been given, will not be accepted. If you are having problems completing an assignment, please contact the tutor as early as possible.

## Grading and Plagiarism

### UNIVERSITY GRADING POLICY

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

The grade a student receives will signify their overall performance in meeting the learning

outcomes of a unit of study. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of a unit (ie 800). Graded units will use the following grades:

HD	High Distinction	85-100
D	Distinction	75-84
Cr	Credit	65-74
P	Pass	50-64
F	Fail	0-49

### **ACADEMIC HONESTY/PLAGIARISM**

Academic honesty is an integral part of the core values and principles contained in the Macquarie University Ethics Statement (<http://www.mq.edu.au/ethics/ethic-statement-final.html>). Its fundamental principle is that all staff and students act with integrity in the creation, development, application and use of ideas and information. This means that:

- All academic work claimed as original is the work of the author making the claim.
- All academic collaborations are acknowledged.
- Academic work is not falsified in any way
- When the ideas of others are used, these ideas are acknowledged appropriately.

The link below has more details about the policy, procedure and schedule of penalties that will apply to breaches of the Academic Honesty policy.

### **Academic Honesty Policy**

<http://www.mq.edu.au/academichonesty>