AHPG838
Writing Imperial Lives: Tacitus and Suetonius
S1 External 2016
Dept of Ancient History

Contents

General Information 2
Learning Outcomes 2
Assessment Tasks 3
Delivery and Resources 5
Unit Schedule 5
Learning and Teaching Activities 7
Policies and Procedures 7
Graduate Capabilities 8
Assignment Submission and Extensions 12
Grading and Plagiarism 12

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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
4

Prerequisites
Admission to MAncHist 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://students.mq.edu.au/important-dates

Learning Outcomes

1. 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
2. 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.

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

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

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

Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Participation</td>
<td>30%</td>
<td>Weeks 2-6, 8-12</td>
</tr>
<tr>
<td>Historiographical Exercise I</td>
<td>35%</td>
<td>Week 7</td>
</tr>
<tr>
<td>Historiographical Exercise II</td>
<td>35%</td>
<td>Week 13</td>
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</tbody>
</table>

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.

This Assessment Task relates to the following Learning Outcomes:

- 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).

This Assessment Task relates to the following Learning Outcomes:

- 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).

This Assessment Task relates to the following Learning Outcomes:

- 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:


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**UNIT WEBPAGE and TECHNOLOGY USED and REQUIRED**

Online units can be accessed at: [http://ilearn.mq.edu.au](http://ilearn.mq.edu.au)

The unit uses the following technology: iLearn (Moodle)

**Unit Schedule**

<table>
<thead>
<tr>
<th>Week 1</th>
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<tbody>
<tr>
<td>Introduction to Tacitus and Suetonius</td>
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<tr>
<td>Week 2</td>
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<td>Week 3</td>
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<td>Week 4</td>
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<td>Week 9</td>
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<td>Week 10</td>
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<td>Week 11</td>
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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


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/](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](http://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/](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 Enquiry Service**

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

**Equity 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.

**IT Help**

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

**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
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 - 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
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

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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 - 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

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.

**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 more than 10 days after 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**
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>High Distinction</td>
<td>85-100</td>
</tr>
<tr>
<td>D</td>
<td>Distinction</td>
<td>75-84</td>
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<tr>
<td>Cr</td>
<td>Credit</td>
<td>65-74</td>
</tr>
<tr>
<td>P</td>
<td>Pass</td>
<td>50-64</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
<td>0-49</td>
</tr>
</tbody>
</table>

**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](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**