

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from Class Search/Course Catalog.

College/School College of Liberal Arts and Sciences Department/School SILC
 Prefix: SLC Number: 294 Title: Saving the Roman Empire Units: 3

Course description:

Is this a cross-listed course? No If yes, please identify course(s): _____
 Is this a shared course? No If so, list all academic units offering this course: _____

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No
 If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. _____ (Required)
 Chair/Director Initials

Requested designation: Literacy and Critical Inquiry-L **Mandatory Review:** (Choose one)

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
 - Mathematics core courses (MA)
 - Computer/statistics/quantitative applications core courses (CS)
 - Humanities, Arts and Design core courses (HU)
 - Social-Behavioral Sciences core courses (SB)
 - Natural Sciences core courses (SQ/SG)
 - Cultural Diversity in the United States courses (C)
 - Global Awareness courses (G)
 - Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Sarah Bolmarcich E-mail sbolmarc@asu.edu Phone 480-727-9138

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 9.7.2017

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>	syllabus
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>	syllabus
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p>	syllabus
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>			

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
SLC	294	Saving the Roman Empire	L

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1. At least 50% of the grade in the course should depend upon writing assignments (excluding group projects and in-class essay exams).	60% of the final grade is determined by a lengthy writing project conducted in stages (C1).	The grading criteria (C1) list a short paper and a final paper project that is worth 60% of the grade. NB: although from W 4/11-W 4/18 students are doing oral presentations as part of their final paper project, they are not doing group work but working on their own. The syllabus only reads "Groups" because the student presentations will be organized and scheduled by topic. NBB: although the midterm and the final include essay portions, those grades are not part of the 60% assigned to the final project.
2. The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical enquiry, extending beyond opinion and/or reflection.	The final project requires students to in effect write a position paper on a problem facing the Roman Empire.	See C2 on the syllabus. The final project will be treated like a government position paper: students will analyze a problem facing the Roman Empire, using historical evidence and sources, determine how much of a problem the issue was, propose a practical source-based solution, and project the effect of that solution on the Roman empire and its history, based on parallels in Roman history or the history of other cultures.
3. The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material.	There are two papers required for the course: a short paper due in the first half of the term and a longer multi-stage final project due at the end of the term.	See C3 on the syllabus. There are two writing assignments for the course, one of which occurs in five stages (the final project) and includes a speaking assignment (oral presentation). Both projects are source-based and require in-depth engagement with the material, including evaluation and analysis. Students will be writing approximately 20 pages of formal writing throughout the semester. Paper 1 will present students with a set of sources that highlight one of the problems facing the Roman Empire at the end of the second century CE. Students will analyze the nature of the problem via the sources and propose three possible and plausible solutions based on their historical knowledge of the Roman Empire. The paper will be of intermediate length (6-8 pages). Paper 2 allows students to choose their own topic, again a problem facing the Roman Empire, either throughout the period covered in the course or after CE 200. Analysis and evaluation of primary sources

		<p>are required for this project, as well as a proposal for a plausible solution to the problem the student has chosen, and a projection about the efficacy of this solution. This project will occur in stages, each with its own due date. The paper will be 12-15 pages in length.</p>
<p>4. These writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor in time to help them do better on subsequent assignments.</p>	<p>Of the two papers, the first, shorter paper, is intended as practice for the final project, which itself has been divided into five stages. Students will receive feedback after every stage.</p>	<p>See C4 on the syllabus. The first paper is intended as a "dry run" for the final paper. Students are assigned a set topic and accompanying sources to analyze a problem facing the Roman Empire. The first paper is intended to give students training in and feedback about source analyses. The second paper is divided into five stages: proposal, outline, draft, oral presentation, and final draft. There will be at least one and more usually two weeks between each assignment, so that students will be able to incorporate instructor feedback in order to improve their work.</p>

SLC 294 Course Catalog Description

Covers topics of immediate or special interest to a faculty member and students.

SLC 294: Saving the Roman Empire, 28 BCE–CE 476

Professor Sarah Bolmarcich
sbolmarc@asu.edu

Spring 2018, MWF 2-2:50 pm
Room: TBD

Office hours, LL 172H: TBD

Course description: In his epitaph, the *Res Gestae*, Augustus, founder of the Roman Empire, claimed to have restored Rome to her former glory. His moral, social, and political reforms solidified Roman control of the world and the imperial family's hold on ruling her. Through the next five hundred years, as the power of the empire waned and waxed, Augustus's successors turned time and again to reforming the empire and restoring her to her former glory—to saving the Roman Empire. In doing so they had to deal with problems both external and internal; sometimes their ideas worked, often they did not. Ultimately they failed, and Rome fell in CE 476. This course examines the rise, decline, and fall of the Roman Empire, and asks which reforms worked, which did not work, and why. What could have been done differently? *Should* anything have been done differently, or was the western Roman Empire doomed?

Student learning outcomes:

- demonstrate familiarity with the history of the rise, decline, and fall of the Roman Empire, and the historical and social trends that impacted the empire for better or worse
- assess historical, primary source evidence and place it within its social, cultural, and historical context
- evaluate the various attempts at reforming Roman politics and society during the empire, and analyze why they succeeded or failed
- compare and contrast different approaches towards reforming the Roman Empire
- consider the question of what else might have been done to preserve the Roman Empire

Required materials:

- A. Cameron, *The Later Roman Empire*. ISBN 0674511948.
- Ammianus Marcellinus, *The Later Roman Empire*, ISBN 0140444068.
- other primary and secondary source readings available on Blackboard.
- a TurningPoint account (used with either a clicker, responseware.com, or the ResponseWare smartphone app).

- Suggested optional reading if you want more background on the Roman Empire:
C. Kelly, *The Roman Empire: A Very Short Introduction*. ISBN 0192803913.

Grading Scale:

The grading scale for the course will be as follows:

A+: 100 (A+'s are only given for natural 100s, before the addition of any extra credit that may be offered)
 A: 93-99
 A-: 90-92
 B+: 87-89
 B: 83-86
 B-: 80-82
 C+: 77-79
 C: 70-76
 D: 60-69
 E: below 60

Breakdown of the Final Grade: Your final grade will comprise the weighted total of the grades from the following categories.

Midterm Exam: 10%	
Final Exam: 15%	
Attendance and Participation: 15%	
Short Paper (6-8 pages): 15%	C1, C2, C3
Final Paper (12-15 pages): 45% total	
Proposal: 5%	
Outline: 5%	
Draft: 10%	
Class Presentation: 10%	
Final version: 15%	C4

Exams: There will be two exams, a midterm and a final. These will consist of IDs, primary source analysis, and an essay.

Attendance and participation. As measured by the use of Turning Point software and a clicker.

C1, C2, C3

Short Paper: Due at the end of the first half of the semester (details TBD). Students will be presented with a set problem facing the Roman Empire prior to the Severan Dynasty, along with primary sources for the problem. After analysis of the sources, they will be asked to propose in some detail three possible solutions for the problem, and explain which is the best option for Rome.

Final paper: A five-stage final writing assignment (due dates TBD) in which you address a problem that faced the Roman Empire and propose plausible reforms to solve it. For this paper, you will need to identify a problem that required solving, research the problem (its roots, its sources), analyze the sources to judge the gravity of the problem, study its effects on the later Roman Empire, and propose a solution. The solution must be evidence-based, demonstrating that the reforms suggested would have worked to solve or alleviate the issue. You must also project the effects your reform would have not just in its specific area, but on the empire as a whole. The projection must be based on the use of sources, historical facts, and parallels (either from Roman history or the history of another culture).

C4

Academic integrity

Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>

Accommodating students with disabilities

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

Accommodations for religious reasons and university-sanctioned activities

Students with religious needs that will require their absence from class should alert the instructor as soon as possible and make any arrangements needed to make up work.

Likewise, students involved in university-sanctioned activities may be excused from class upon proper notification from their supervisors or coaches.

Classroom behavior

Be sure to arrive on time for class. Excessive tardiness will be subject to sanctions. Under no circumstances should you allow your cell phone to ring during class. Any disruptive behavior, which includes ringing cell phones, listening to your mp3/iPod player, text messaging, constant talking, eating food noisily, reading a newspaper will not be tolerated. The use of laptops (unless for note taking), cell phones, MP3, iPod, etc. are strictly prohibited during class.

Policy against threatening behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Friendly Warning: This course deals with the study of other cultures whose customs may be alien to you. Some of those customs and the material in the texts we read may be offensive to you. If you are disturbed by anything covered in the course, please feel free to discuss your concerns with me as the instructor, my immediate supervisor, Mike Tueller (mtuelle1@asu.edu), or the director of SILC, Nina Berman (Nina.Berman@asu.edu).

NB: This syllabus is subject to change if the instructor deems it so necessary academically.

Schedule of topics and readings

M 1/8 **Introduction**
No reading

W 1/10 **The Problems of the Late Roman Republic**
*preface to Livy's *History of Rome*
*J. von Ungern-Sternberg, "The Crisis of the Roman Republic"

AUGUSTUS, THE JULIO-CLAUDIANS, AND THE FLAVIANS

- F 1/12** **Augustan Solutions, I – Political**
*Augustus, *Res Gestae*
*Tacitus, *Annals of Imperial Rome* 1.1-15
- W 1/17** **Augustan Solutions, II – Economic**
*Suetonius, *Life of Augustus* 1-50
- F 1/19** **Augustan Solutions, III – Moral and Social**
*Suetonius, *Life of Augustus* 51-101
- M 1/22** **Tiberius and Caligula**
*Tacitus, *The Annals of Imperial Rome*, 1.16-49, 2.27-52, Book 6
*Suetonius, *Life of Caligula*
- W 1/24** **Claudius and Nero**
*Tacitus, *The Annals of Imperial Rome*, Book 12, 15.48-74, Book 16
- F 1/26** **The Flavians**
*Suetonius, *Life of Vespasian*

FIVE GOOD EMPERORS

- M 1/29** **An Introduction to Primary Source Analysis**
Cameron chapter II
*sources for comparison: *s.c.u. de Gnaeo Pisone* vs. Tacitus, *Annals of Imperial Rome* 2.55-82 and 3.1-15
- W 1/31** **Nerva, Trajan, and Hadrian: Succession by Adoption**
*Cassius Dio, *Roman History*, epitome of Book 68
*Pliny the Younger, *Letters* Book 10
**Historia Augusta*, "Life of Hadrian"
- F 2/2** **Rome in the Antonine Age: External Issues**

C2

*E. Gibbon, *Decline and Fall of the Roman Empire*, Chapter I

M 2/5

Rome in the Antonine Age: Internal Issues

*E. Gibbon, *Decline and Fall of the Roman Empire*, Chapters 2-3

W 2/7

Marcus Aurelius

*excerpts from the *Meditations*

**Historia Augusta*, "Life of Marcus Aurelius"

F 2/9

Culture and Learning in the High Empire

*Lucian, *Eunuchos*

*Philostratus, *Lives of the Sophists* 489-492 (Favorinus), 522-527 (Dionysus), 549 and 559-563 (Herodes Atticus)

*Aelius Aristides, *Sacred Tales*

M 2/12

The End of the Antonines

*Herodian, *History of the Roman Empire* on Commodus, Pertinax, and Didius Julianus

**Historia Augusta*, "Life of Commodus"

THE (SLOW) DECLINE AND FALL OF THE ROMAN EMPIRE

W 2/14

The Severan Dynasty

**Historia Augusta*, "Life of Septimius Severus"

F 2/16

Midterm exam review and practice

M 2/19

Midterm Examination

W 2/21

The Third Century Crisis: What Went Wrong?

Cameron chapter I

*Lewis and Reinhold, *Roman Civilization* vol. 2, 107, 109, 111, 115, 117

**Historia Augusta*, *Life of the Two Maximini*

F 2/23

Pagans and Christians in the Third Century

**Martyrdom of Sts. Perpetua and Felicity*

**Mithras Liturgy*

- M 2/26 Diocletian and the Economy**
 Cameron chapter III
 *the Edict of Maximum Prices
 *Lactantius, *On the Deaths of the Persecutors*, 10-12, 20-25
- W 2/28 Cultural and Religious Life at the Turn of the Fourth Century**
 *Eunapius, *Lives of the Sophists* 482-486
 *Libanius, *Autobiography* 14-22
- M 3/12 The Tetrarchy**
 *excerpts from S. Corcoran, *The Empire of the Tetrarchs: Imperial Pronouncements and Government AD 284-324*
- W 3/14 Constantine**
 Cameron chapter IV
 *Eusebius, *Life of Constantine* 1.13-44, 1.57, 3.10-42, 3.54-57, 4.61-68
- F 3/16 The Arian Controversy**
 *selections from Arius's *Thalia*
 *Letter of Eusebius on the Creed of Nicaea
 *Socrates Scholasticus, *Ecclesiastical History* 1.38
- M 3/19 Culture, Law, and Religion in the Age of Constantine**
 Cameron chapter V
 Ammianus 14.6 (pp. 45-50)
 *Eunapius, *Lives of the Sophists* 492-493
 *Athanasius, *Life of Antony* chapters 1-7, 46-47, 68-73, 81
- W 3/21 Julian the Apostate**
 Cameron chapter VI
 Ammianus Marcellinus 15.6 (pp. 78-79), 15.8 (pp. 80-83), 16.1-5 (pp. 88-94),
 16.12 (pp. 85-86), 17.3 (pp. 120-121), 20.4-5 (186-192), 21.1-2 (pp. 207-209),
 21.8-10 (pp. 217-220), 22.13 (pp. 249-250), 25.3-4 (pp. 292-299)
 *Emperor Julian, "Rescript on Christian Teaching"
- F 3/23 Valens, Valentinian, Theodosius, and the Theodosian Code**

Cameron chapter VII

Ammianus 27.7 (pp. 340-342), 28.6 (pp. 363-368), 29.2 (pp. 376-381), 31.12-14 (pp. 432-439)

M 3/26 Christianity and Paganism under Theodosius

*Symmachus, *Relatio* 3

*St. Ambrose, *Letters* 17-18

THE (ACCELERATED) DECLINE AND FALL OF THE ROMAN EMPIRE

W 3/28 Dividing the Empire, Within and Without

*selections from the Theodosian Code

*St. Ambrose, *Letter* 51 to Theodosius

*Sozomen, *Ecclesiastical History* 7.25

*Socrates Scholasticus, *Ecclesiastical History*, 6.2-5

*John Chrysostom, *Against Eutropius* I

F 3/30 The Last Generations of the Western Roman Empire

Cameron chapters VIII-X

*Paulinus of Nola, *Eucharisticon*

*Sozomen on the sack of Rome

M 4/2 Culture and Religion in the West after Rome, I

*W. Goffart, *Barbarians and Romans*, 103-126

*Gregory of Tours, *History of the Franks*, 7.47 and 9.19

*Venantius Fortunatus, *Poems* 6.7 and 6.8, "To Justin and Sophia"

W 4/4 Culture and Religion in the West after Rome, II

*Cassiodorus, *Variae*, 1.45-46, 2.40-41

*Jordanes, *Gothic History*, 176-215

*Isidore of Seville, *History of the Kings of the Goths*

F 4/6 The Eastern Empire

Cameron chapter XI

*readings on the murder of Hypatia

M 4/9 Justinian

*excerpts from Justinian's *Code* and the *Digest*

STUDENT PRACTICA ON REFORMS

C3, C4

W 4/11 Group 1: The Borders/Military/Foreign Affairs

F 4/13 Group 2: Politics/Administration/Domestic Affairs

M 4/16 Group 3: Culture

W 4/18 Group 4: Religion

CONCLUSIONS

F 4/20 What Did the Romans Think?

*Salvian, *de Gubernatore Dei*

*B. Croke, "A.D. 476: The manufacturing of a turning point"

M 4/23 Why Did the Empire Fail?

*chart of 210 reasons for the decline and fall of the western Roman Empire

W 4/25 Conclusions

No reading

F 4/27 Final exam review and practice

TBA Final Examination

Penguin edition by W. Hamilton. I am grateful to the editor of the series, Oswyn Murray, for wise guidance, and to several others for various kinds of help, notably to Dominic Rathbone and Richard Williams. But they, needless to say, had no part in the book's defects.

London, August 1992

H. Cameron, The Later Roman Empire

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The Later Roman Empire*

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PREFACE

This volume contains in translation the major part of the extant books (14-31) of the histories of Ammianus Marcellinus, which cover the years A.D. 354-378. To keep within the bounds of a single Penguin volume some selection has been necessary, and the reader should be aware that this leaves a slightly unbalanced impression of Ammianus' writing. Cuts have fallen most heavily on passages which do not affect the coherence of the narrative. One result is that the reign of Julian is more fully represented than those of Valentinian and Valens, which fall into a number of self-contained episodes. But the chief sacrifice has been a number of Ammianus' celebrated digressions, mostly those on geography and natural phenomena. Some of these would be frankly tedious to a modern reader, but the digression was an integral feature of Ammianus' approach to historical writing (cf. Introduction, § 23), and we have tried to retain enough material of this type to give some idea of his method and the remarkable range of his interests. The omitted passages constitute about one fifth of the whole, and every omission is indicated in the text.

The text of Ammianus, for which we have to rely almost entirely upon a single ninth-century manuscript, is disfigured by many corruptions and lacunae, though fortunately the passages in which the meaning is seriously in doubt are comparatively few. The translator has not found it possible to follow any single modern editor implicitly. He has used his own judgement in the choice of readings, but has consulted throughout the new Teubner edition of W. Seyfarth, the volumes of the Budé series as far as they at present extend, and the Loeb edition of J. C. Rolfe. Passages where the corruption is hopeless and it is necessary to resort to conjecture are *printed in italics*, as are also the chapter headings, abbreviated in most cases from those in the manuscripts, which are themselves the work of an early editor. In effect, all words in italics are editorial.

Ammianus' style is characterized briefly in the Introduction (§ 24).