

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	School of International Letters and Cultures
Prefix:	SLC	Number:	357
Title:	Rome's First Emperor		Units:
			3

Course description:

Is this a cross-listed course?	Yes	If yes, please identify course(s):	LAT 357
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Is this a shared course?	No	If so, list all academic units offering this course:
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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	Chair/Director Initials
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)

Requested designation: Historical Awareness–H **Mandatory Review:** No

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	Paul Arena	E-mail	paul.arena@asu.edu	Phone	602 421-5077
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Department Chair/Director approval: (Required)

Chair/Director name (Typed):	Nina Berman	Date:	7/27/21
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Chair/Director (Signature):	
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Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

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

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus and TOC
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus and attached Response Questions
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus, TOC, attached Response Questions
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus and attached Reaction Paper Guide
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		<ul style="list-style-type: none"> • Courses that are merely organized chronologically. 	
		<ul style="list-style-type: none"> • Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor. 	
		<ul style="list-style-type: none"> • Courses whose subject areas merely occurred in the past. 	

Course Prefix	Number	Title	General Studies Designation
SLC/LAT	357	Rome's First Emperor	H

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 checklist)	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. History is a major focus of the course.	The history of Rome in the first century BCE and the first century CE is the central thread of this course. Historical, political and economic contexts are essential for understanding the development of the early Imperial phase of Rome under Augustus' influence.	As seen in the syllabus, students will be studying texts that focus on the history of Rome and Augustus. This includes essential primary source materials in history, Livy and Suetonius, and Augustus' own epigraphical memoir, the Res Gestae. The main secondary text for this course is Anthony Everitt's excellent historical biography, Augustus.
2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	While the chronological scope of the course is limited to roughly 70 years of Roman history, the amount of change and factors surrounding this time period were extraordinary. Students will study how Rome and Roman culture was affected, not only by wars and politics but also by changing economics, family and private household values and even artistic traditions.	The schedule on the syllabus highlights these different areas of examination. Examples on the course schedule include not only the wars and politics of the Late Republic and Early Empire, and a reform of Rome's major institutions (see criterion 3 below) but texts that represent the changing ideological and social values of the Romans will feature prominently in the course. Students will be required to analyze these social, political and economic factors in the papers, Midterm, and Final. Students will also be required to engage in critical reading of these texts on a weekly basis, with Reading Response Questions. *See the attached example of Response Questions for Book 1 of Livy.

<p>3. There is a disciplined systematic examination of human institutions as they change over time.</p>	<p>The transition of Rome from a Republic to an Empire involves a fairly complex change to the Republican constitution. A central thread of this course is a close analysis of how core Roman Republican institutions, political, religious and military, evolved and were intentionally reformed, before, during and after Augustus' rule.</p>	<p>Students will be asked to compare, contrast and draw conclusions as they learn about these past and evolving Roman institutions during the Augustan period. As mentioned above, students will analyze the Res Gestae, Augustus' own words on how these institutions were changed and how they were "restored" (see week 13 and the TOC.) But the students will examine many other sources regarding a variety of other institutions. You will find these different topics on the syllabus: political reforms throughout, but especially week 10, religion in week 11, military reforms in week 13, economics in week 14. Material and sources relating to the propoganda and art relating to the changes in these institutions will also be central for students in this course. As seen in the TOC and on the course syllabus, texts of literary authors under the patronage of Augustus are assigned throughout the course (Livy, Propertius, Horace, Vergil) and will also highlight the image and propoganda associated with many of these changes. Students are not only responsible to show and understanding of the development of these institutions, but to analyze and make critical observations concerning this development in their papers, exams and Reading Response Questions. For an example the sorts of questions students engage with in their Reading Response Groups, see criterion 2 above.</p>
<p>4. The course examines the relationship among events, ideas and artifacts and the broad social, political and economic context.</p>	<p>As seen in the above criteria, students in this course will engage with primary and secondary material to gain an understanding of the historical events and institutional changes occuring at Rome during the Augustan period. But students will also be required to look at artistic texts and artifacts, literature, art and architecture to gain a broader context on the multiple layers and viewpoints developing in Augustan culture.</p>	<p>Historical events and analysis are a central thread in this course, but the variety of other source materials that will be examined, especially key texts from the greatest period of Roman literature, should provide students with a much broader context for Roman culture during the Augustan period. For example, not only will students be required to know and reflect on the historical details of an event like the battle of Actium, but they will also be required to examine art, architecture and poetry and explore the intertextual relationship between these materials. *See the attached guide for the first Reaction Paper Guide as a sample.</p>

LAT/SLC 357 Rome's First Emperor

Syllabus

Contact information and office hours

Paul Michael Arena

Office: LL 164g

Hours: TTH 1:45-2:45 and app.

e-mail: paul.arena@asu.edu

Cell: (602) 421-5077

By far the best way to reach me is via email. If you need to set up a meeting outside of my posted office hours, please contact me via email. There is also an option of an online meeting via zoom.

Course Description

This course provides an in-depth exploration of Roman history and literature during the Augustan period, and explores how these primary sources shaped and were shaped by ancient Rome's history, literature and culture during its formative Republican period.

Course Objectives

We will engage in an in-depth exploration of Roman primary source material produced during the lifetime of Augustus, including literary, art historical, and archaeological sources. Augustus and his family will be a focus in the course, but will not limit exploration of the literature, art, history, and culture of the end of the Roman Republic and the initial phase of the Roman Empire. We shall read larger and shorter selections from primary sources in translation as we come to grips with particular historical events and explore their cultural and literary significance, with a special focus on the Roman tradition. The legacy of Rome will also be assessed, both historically and in Popular Culture.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Describe and analyze the history, religious innovation, and political developments of Rome and her territories in the first century BCE and the first century CE, from the end of the Roman Republic to the beginning of the Roman Empire.
- Distinguish between the various major figures of Augustan Rome, including (but not limited to) Augustus and his family, the writers he employed, and discuss the importance of these people in the momentous changes of the time.
- Define a variety of source materials including literature, art, and archaeological evidence and discuss the contributions of each in understanding the culture and history of Augustan Rome.
- Compare the works of the major Augustan authors of both prose and poetry, according to their content, style, and approach to their subject matter.

Required texts

Anthony Everitt, Augustus, Penguin, 2006 ISBN 978-0812970586

Virgil, Aeneid, translated by Stanley Lombardo, Hackett, 2005 ISBN 978-0872207318

Virgil, Eclogues, translated by Guy Lee, Penguin Classics, 2006 ISBN 978-0872207318

Horace, Satires and Epistles, translated by Niall Rudd, Penguin Classics, 2005 ISBN 978-0140455083

Horace, Odes and Epodes, translated by David West, Oxford World's Classics, 2008 ISBN 978-0199555277

Livy, Books 1-5, translated by Aubrey De Selincourt, Penguin Classics, 2002 ISBN 978-0140448092

Ovid, Metamorphoses, translated by A.D. Melville, Oxford World's Classics, 1998 ISBN 978-0199537372
Ovid, The Love Poems, translated by A.D. Melville, Oxford World's Classics, 2008 ISBN 978-0199540334
Propertius, The Poems, translated by Guy Lee, Oxford World's Classics, 2009, ISBN 978-0199555925
Res Gestae Divi Augusti, translated by Alison Cooley, Cambridge University Press, 2009 ISBN 978-0521601283
Tibullus, Elegies, translated by A.M. Juster, Oxford World's Classics, 2012 ISBN 978-0199603312
Suetonius, The Caesars, translated by Robert Graves, Penguin, 2007 ISBN 9780140455168

Articles and additional texts and videos will also be required. They will be available on Canvas, available from sources online, or available through ASU's online library access. See Canvas weekly for more details.

Course Assignments

Critical Reaction Papers	25%
Hour Exam	20%
Group Presentation	20%
Quizzes	15%
Reading Response Groups	15%
Class Participation	5%

Critical Reaction Papers (25%):

Over the course of the semester, students will complete two reaction papers (Week 8 and 15) in which they will practice using the ancient source readings to answer significant historical or literary questions. The two reaction papers will have topics chosen from among the readings over the course of the semester.

Reaction papers are to be no more than 2 pages long, are to cite evidence from the ancient writers to support a student's answers to the topic questions. More information on the "Reaction Paper" assignment will be provided on Canvas.

Hour Exam (20%):

There will be an hour exam (Week 10) which will consist of short identifications, passage IDs and one or two short essays. Identifications will ask students both to clearly identify some person, thing, or event *and* to briefly indicate why that person, thing, or event is important for the study of the Roman Republic. Passage IDs will be drawn from the "purple passages" of our featured readings. A study guide will be provided before the exam on Canvas, and this study guide will include lists of possible identifications and essay questions for the exam.

Group presentation (20%):

In addition to the weekly "responses," your groups will also be responsible for one presentation during the semester. I will start to schedule these 3 weeks into the course. Any Roman author, historical figure or event from the Augustan period is eligible, EXCEPT for Virgil and Horace. The exact parameters of the group project will be posted on Canvas in a separate document.

Quizzes (15%) during the semester, three brief short answer/multiple-choice/ID quizzes will be given at the end of class (Weeks 5, 12, 14.) These quizzes will feature questions and one ID testing your knowledge of the current readings/lecture material.

Reading Response Groups (15%):

I shall divide the students of the course up into groups (or "literary circles") of 4. The classmates in your group will be your reading response partners, and more importantly, will co-author the response questions for the semester. Once the groups have been finalized, group links will be created on Canvas. On Canvas under "Questions and Responses," I will post several questions before each week. Members of the groups will be responsible for a "reader response" to the questions posted. These responses will serve as a springboard for the class discussion during our "critical response sessions." The groups will also turn in a copy of their work for credit.

The course is geared around two sets of texts--Everitt and Primary Readings. ALL of these texts are IMPORTANT and REQUIRED. Everitt provides the outline for the course, while our Primary Readings are the words of the Romans themselves (Vergil, Livy, Ovid, etc.) The lectures will highlight important events and themes in (and sometimes outside) the reading material assigned weekly. Class time will often feature a

discussion of the Primary Readings, but this is ESPECIALLY true on Reading Response days, when we will have the most time for our “critical response sessions.”

Class Participation (5%)

Participation at class will be recorded, and included in your overall grade for the semester

Grading. I grade on a straight percent scale, not on a curve. All grades are final and non-negotiable (although I am very willing to correct any mistakes in Canvas and/or explain my criteria if you should have questions). Grades will be assigned using the plus/minus system implemented in Fall 2004.

A+: 100-97

A: <97-94

A-: <94-90

B+: <90-87

B: <87-84

B-: <84-80

C+: <80-76

C: <76-70

D: <70-60

E: <60-0

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

Drop/Add and Withdrawal Dates

Be aware of course drop add deadlines. Consult with your academic advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Communication and Technology Requirements

Your Canvas Email/Messages is an official means of communication among students, faculty, and staff. Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly. ***All instructor correspondence will be sent to your ASU email account.***

This course requires a computer with Internet access and the following:

- Web browsers (Chrome, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Webcam, microphone, headset/earbuds, and speaker
- Microsoft Office or Google Drive (Microsoft 365 and Google Drive are free for all currently-enrolled ASU students)
- Reliable broadband internet connection (DSL or cable) to stream videos.

Note: A smartphone, iPad, Chromebook, etc. may not be sufficient for completing your work in ASU courses. While you will be able to access course content with mobile devices, you must use a computer for all assignments, quizzes and exams, and virtual labs.

Technical Support

This course uses Canvas to deliver content. It can be accessed through MyASU at <http://my.asu.edu> or the Canvas home page at <https://myasucourses.asu.edu>. To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>. To contact the help desk, call toll-free at 1-855-278-5080.

Other Campus Resources

Please refer to the following additional resources available to ASU students:

- ASU Academic Success Program (tutoring)

- [Counseling Services](#)
- [Financial Aid](#)
- [Disability Resource Center](#)
- [Major & Career Exploration](#)
- [Career Services](#)
- [Student Organizations](#)

Absences

Attendance is required, and missing classes will result in missing information in lectures that you will need to complete the tests. In addition, the quizzes and reader response group work can only be completed in class, and cannot be made up under any circumstances, so if you miss the class, those points are lost from your grade. Tardy students may be able to make up the work missed at the end of class, if time permits. In the case of a major emergency or illness requiring you to miss a number of classes, exemption from quizzes and reader response work is possible, in consultation with the instructor and with a verifiable excuse. Students with religious or university-sanctioned event accommodations can also be exempted from quizzes and reader response work. Tests can likewise be made up in cases of an emergency, illness, or accommodation, but I will insist on documentation of the reason for your absence.

Students that need to be absent from class due to religious observances ([ACD 304-04: Accommodations for Religious Practices](#)) or due to participation in university-sanctioned activities ([ACD 304-02: Missed Classes Due to University-Sanctioned Activities](#)) should notify the instructor at the beginning of the semester about the need to be absent from class and make arrangements to make up missed assignments and in-class work.

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 from ASU. 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 Matthew 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.

Expected Classroom Behavior

Make sure you read the texts assigned each week. Focus on trying to understand important characters, places, events and the issues surrounding them. Make sure you always check the announcements on Canvas, as I will update our weekly, scheduled agenda in case we stray from the projected schedule. Try to engage in a close reading of the texts (especially passages assigned for a special look). The reading “Response Questions” will be posted on Canvas ahead of time. Much of what we do in class will be interactive -- use it to help you to understand the texts (and lectures) in this course. And especially on Reader Response work days, we all need to participate in order for us to have a successful discussion!

During class, refrain from using your various portable devices. Use of these items—however unobtrusive you may think you’re being—is distracting and annoying to those around you and to me. If you absolutely need to take a call or respond to a text in an emergency, please leave the classroom to do so and return when your business is finished. Tablets and laptops for note-taking purposes may be allowed at my discretion, but please refrain from using them to check social media, play games or answer emails. That’s just rude. Recording devices may be permitted at the discretion of the instructor (see me).

It is very important that students remember that the purpose of this course is to study other cultures. Many aspects

of ancient language and society may seem familiar to us today; however, other aspects are also alien and might even be considered offensive in today's society. If you find some of the course content offensive, please feel free to discuss it with me, my colleagues in Classics, or the director of SILC. All of us may be contacted in person or by email.

If students are asked to participate in a synchronous meeting via a video conferencing application, students are expected to use their web cameras so they can be seen. Students should ensure that background noises and distractions are removed (food, TVs, music, other people in the room). Students should dress appropriately for this academic meeting. They should remember that any inappropriate distracting behavior via a virtual meeting will be dealt with in the same manner as in the physical classroom.

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.

Reporting Title IX Violations

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

Policy on Sexual Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Copyrighted Materials

All content in this course, including video lectures/meetings, presentations, assignments, discussions, quizzes, and exams is protected by copyright and may not be shared, uploaded, sold, or distributed.

Students must refrain from uploading or submitting material that is not the student's original work to any website, course shell, or discussion used in this course or any other course unless the students first comply with all applicable copyright laws. Instructors reserve the right to delete materials on the grounds of suspected copyright infringement. Any recording of class sessions by students is prohibited, except as part of an accommodation

approved by the Disability Resource Center.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Course Schedule and Reading Itinerary

*Nota bene: the primary source readings are not your only homework! Additional reading or video selections may be located in Canvas. Check the “weekly agenda” under the announcements every week for details.

Week 1 1/14-1/16: Intro and Formation of Groups What was the Roman Republic?	<i>Horace Satire 1.9</i>
Week 2 1/21-1/23: The foundation of Rome and the Monarchy Early Virgil	<i>Vergil Eclogues 1, 4, 10</i> Everitt 1
Week 3 1/28-1/30: Before Octavian: The Republic (510-201BCE) Everitt 2-4 Early Horace	<i>Horace Satires 1.1, 1.5, 1.8, 1.10;</i>
Week 4 2/4-2/6: Before Octavian: Highs and Lows of the Republic (200-42BCE) Antony and Octavian: The Divided World	Everitt 5-9
Week 5 2/11-2/13: Naulochus to Actium (38-31 BCE)	<i>Vergil Aeneid 8.695-844; Horace Odes 1.1,1.2, 1.5, 1.11, 1.14, 1.23, 1.24, 1.37, 1.38</i> Everitt 10-15 Quiz 1 (T 2/11)
Week 6 2/18-2/20: Augustus as Princeps (30-23BCE) Horace’s “Roman Odes”	<i>Horace Odes 3.1-3.6</i> Everitt 16-17
Week 7 2/25-2/27 Augustus and the Poets: The Elegists (Propertius) “Cleopatra: Another Look”; Maecenas the Patron	<i>Propertius 3.11</i> <i>Ovid Metamorphoses I</i>
Week 8 3/3-3/5 Augustus and the Poets: The Elegists (Tibullus,Ovid) <i>I, II, III</i> Messalla: Rival to Maecenas?	<i>Tibullus I, Propertius I-IV, Ovid Amores</i> Reaction Paper 1 due (online)
Spring Break (no class) 3/8 – 3/15	
Week 9 3/17-3/19 Augustus and the Historian: Livy’s Rome	<i>Livy Books 1 and 2, Everitt 15</i>
Week 10 3/24-3/26 The Third Settlement and the Death of Virgil; Political Reforms	Everitt 18
Midterm Exam 3/26 (In Class!)	
Week 11 3/31-4/2 Augustus: Defining “Romanitas?” Religious Reforms	<i>Virgil Aeneid I-VI</i>

Week 12 4/7-4/9 Augustus: Defining “Romanitas?” Everitt 19
Virgil Aeneid VII-XII

Quiz 2

Week 13 4/14-4/16 Consolidating the Empire
“The lost Legions of Varus” and Military Reforms *Horace Odes IV, Everitt 21*
Augustus Res Gestae

Week 14 4/21-4/23 Augustus’ “Family Problems” Economic Reforms
Quiz 3 *Ovid Ars Amatoria*
Everitt 20, 22, 23

Week 15 4/28-4/30 “The Achievement of Augustus?”
Reaction Paper 2 due (online) *Suetonius Everitt, 24*

Final Project Presentations will be scheduled for the last 4 weeks of class!!

SLC/HST 357 – Rome’s First Emperor

Spring 2022

Reading Response Questions for Livy I.1-17

Note Livy’s Opening – (I.1)

Why does he present such literary humility in his opening statements? How does this affect your motivation as a reader?

“My task, moreover, is an immensely laborious one.” Exactly what is Livy referring to with this line? Vergil says something very similar to this at the beginning of Book VII of the Aeneid. Compare Vergil’s “labor” to Livy’s. Is there a difference between the “labor” of writing epic and the “labor” of writing history? Try and find a few specific examples in your answer.

Foundation Legends - (I.1 –I.6)

Aeneas and Romulus and Remus all take a part in the founding of the City. Considering this account of Livy's, the Goldsworthy text and your fellow group members thoughts, what value do you think the Romans placed in these accounts?

Is this a fallacy of the Romans? As moderns do we trace our national identities with a more accurate concern for history?

The First King - (I.7-I.17)

List the accomplishments of Romulus during his reign. How would you characterize Rome's first king – what are his qualities, traits, his personality and character?

Do you find Romulus a sympathetic or heroic figure? As discussed in Week 3 of this course, Augustus rejected the name Romulus as an honorific – why would he reject "Romulus" in favor of "Augustus?" Explain.

SLC/HST 357 Rome's First Emperor - Reaction Paper Guide #1

The reaction papers are intended to encourage you to engage directly with selected primary source readings and to make historical arguments based on the evidence they offer.

Over the remainder of the semester, you will write **two reaction papers** on posted topics. **The dates for turning in the TWO reaction papers this semester are TBA.** The 1st paper will cover a set topic concerning Octavian's victory at Actium (see below); there will be a choice of topics for the 2nd paper, which will be posted later.

This is not a lengthy exercise. Limit yourself to 500-600 words. Focus on the primary sources, but you may refer to Goldsworthy if you deem it appropriate for your argument.

Try to include the following elements in your paper:

1. **The major qualities to aim at in your reaction papers are clarity, organization, and insight.** The main thing you want to demonstrate is that you have thought systematically about what the primary sources have to say about the topic questions.
2. Because these papers are short, your task is to say what's most important or interesting in the least possible space. **Do not waste words.** In particular:
There is no need for formal introductions or conclusions. Just answer the question or questions as directly and concisely as possible.
Don't waste space summarizing the historical background or primary sources. Refer to them only insofar as they help you to answer to the question.
3. The body of your essay should include SPECIFIC EXAMPLES from the primary sources supporting your observations.
4. I have no specific preference on the style you choose to write in (though I recommend you use the style appropriate for your major writing,) but PLEASE, use citations to reference both modern and ancient works referred to in your paper. FREELY QUOTE or REFERENCE from the primary works discussed in your essays.

Paper #1 is due TBA – answer the following question(s) with your essay:

The massive Eastern forces of Antony meet the Western forces of Octavian in the final battle of the Roman Republican Civil Wars. Plutarch gives us the primary account, but please also refer to Goldsworthy's summary of the battle.

1. Whose decision was it to fight a sea battle at Actium?
2. Describe the "admirals" of the involved combatants and how their forces were lined up at Actium.
3. In sections 65-67, the main course of the battle is described. In your opinion, what is the decisive moment at Actium?
4. Finally, and most importantly, we need to assess the reception and impact of the battle in shaping Rome's future. In particular, I would like you to study the ekphrasis of Aeneas' shield in Book 8 of the Aeneid. What are some of the key images portrayed on the shield relating to the battle and its aftermath? Focus on the representations of Octavian and his "enemies." Is Vergil's narrative consistent with Plutarch's version? What view of Actium and the future of Rome is Vergil offering in this passage? Would you call this art or propaganda?

Primary sources for this paper: Plutarch *Life of Antony* (posted on Canvas); Vergil, Aeneid, Book 8

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The Life of Rome's First Emperor

ANTHONY EVERITT

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L I V Y

*The Early History
of Rome*

Books I–V of
The History of Rome from Its Foundations

Translated by

AUBREY DE SÉLINCOURT

With an Introduction by

R. M. OGILVIE

and a Preface and Additional Material by

S. P. OAKLEY

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RES GESTAE DIVI AUGUSTI

Text, Translation, and Commentary

ALISON E. COOLEY



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GAIUS SUETONIUS
TRANQUILLUS

The Twelve Caesars

Translated by ROBERT GRAVES
Revised with an Introduction and Notes by J. B. RIVES

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