

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	CLAS	Department/School	SILC
Prefix:	LAT <u>/SL</u> C	Number: 358	Title: <u>Saving the Roman Empire</u>
			Units: <u>3</u>

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**, each topic requires **an individual submission**, separate from other topics.

Requested designation: L

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 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area 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. 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.

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 Britta Ager E-mail bager@asu.edu Phone 480-965-2833

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 2/22/22

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> <p style="text-align: right;">syllabus</p>
<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;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">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> <p style="text-align: right;">syllabus</p>
<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;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">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> <p style="text-align: right;">syllabus</p>
<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;"> <p style="background-color: #ffff00; display: inline-block; padding: 5px;">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 style="background-color: yellow; display: inline-block; padding: 5px;">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/LAT	358	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 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. In-class essay exams may not be used for [L] designation.	60% of the final grade is determined by a lengthy writing project conducted in stages (45%) and another writing assignment (15%) (C1).	The grading criteria (C1) list a short paper and a final paper project that together are 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. NB: although the midterm and the final include essay portions, those grades are not part of the 60% assigned to the writing projects.
2. The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, 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.

<p>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>	<p>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.</p>	<p>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, through the period covered in the course (but not the same problem the first paper addresses). Analysis and evaluation of primary sources 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 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. Intervention at earlier stages in the writing</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 analysis. 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 stage, so that students will be able to incorporate instructor feedback in order to improve their work.</p>

process is especially welcomed		
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SLC/LAT 358 Course Catalog Description

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

SLC 358: Saving the Roman Empire

Professor Britta Ager

bager@asu.edu

Office hours: MW 11:30 am – 1 pm

Spring C 2018, MWF 2-2:50 pm

Location: LL 102

Location: LL 172H

Course description

In his autobiographical 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 and the western empire fell in CE 476. This course examines the rise, decline, and fall of the Roman Empire from the perspective of internal and external problems the Empire faced, 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 always doomed?

Prerequisite: ENG 101, 107, 105, or the equivalent.

Student learning outcomes

By the end of the course, students will be able to:

- 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 Canvas.
- a TurningPoint account (used with either a clicker, responseware.com, or the ResponseWare smartphone app).

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%

Final Paper (12-15 pages): 45% total

C1, C2, C3

Proposal: 5%

Outline: 5%

Draft: 10%

Class Presentation: 10%

Final version: 15%

C4

Exams: There will be two exams, a midterm (M February 19, in class) and a final during the university exam period (M April 30, 2:30-4:20 pm, regular classroom). These will consist of IDs, primary source identification and analysis, and an essay.

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

Short Paper: Due at the end of the first half of the semester/spring break. Students will be presented with a set problem facing the Roman Empire through the Severan Dynasty, along with primary sources for the problem. After analysis of the sources, you will be asked to

propose in some detail three possible solutions for the problem, and explain which is the best option for Rome and why.

C1, C2, C3

Final paper: A five-stage final writing assignment during the second half of the semester 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).

C1,

C2, C3, C4

Honors Contracts

Are available for this course. See me if you're interested.

Course Caveats

It is **essential** that you do the reading. Lectures often will not touch upon every point in the reading, but I consider you responsible for the material in both the lectures and the readings and I will ask you questions about both on TurningPoint daily quizzes and exams.

It is also essential that you attend lecture. It is not possible to get higher than a C in this course without attending lecture. All students must have TurningPoint accounts and bring their connected devices to lecture each time. While up to three missed lectures will be forgiven, expect more to lower your grade.

If you run into technical issues with your clicker, you are responsible for contacting UTO or Turning Point to fix them. One way to tell if there are issues is to check your grade on Canvas regularly and make sure your clicker is registering grades or attendance on that site.

Other Caveats: Threatening Behavior and Course Subject Matter

Disruptive or threatening behavior towards the instructor or fellow students on the course Canvas site, via email, or in person will not be tolerated. See

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html> for more information.

It is very important that students remember that the purpose of this course is to study another culture, primarily through its language. The ancient Romans are one of the foundation societies of Western culture, and many aspects of their language and society may seem familiar to us today; however, many aspects of the Latin language and Roman culture 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 supervisor in Classics (Mike.Tueller@asu.edu), or the director of SILC (Nina.Berman@asu.edu). All of us may be contacted in person or by email.

Title IX

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 discuss any concerns confidentially and privately.

Intellectual Property and Changes to the Syllabus

All lectures, assignments, and any other course material are my intellectual property and are under copyright. Students may not distribute any course materials – notes, tests, assignments, etc. For ASU's policy, see <http://www.asu.edu/aad/manuals/acd/acd304-06.html>. The syllabus is subject to change if the instructor deems that to be appropriate.

Accommodations and Academic Dishonesty

Students who need any accommodation for the course for reasons of religion or disability should contact me as soon as possible. You may find the university policy on religious accommodations here: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>.

Students who must miss a course deadline because of an official university-sponsored event or activity must alert me as soon as possible to make the appropriate provisions. You can find the

The ancient Romans lived by a code of honor, and so will we. Assignments for this course (exams and TurningPoint work) are to be entirely your own work and no one else's. I consider using a classmate's TurningPoint account to submit answers on their behalf to be academic dishonesty. Submission of an assignment is equivalent to a statement that this is your own work; if cheating is discovered, the penalty is a zero on that assignment. This may result in

failure of the course as well, and a student who fails the course on grounds of cheating will be awarded the grade XE (failure because of academic dishonesty), which will provide a permanent record on your transcript of your academic dishonesty. If you are at all unclear on what comprises academic dishonesty, see me or visit <http://www.asu.edu/aad/manuals/acd/studentacint.html>.

NB: This syllabus is subject to change if the instructor deems it so necessary academically. If a change is needed, it will be announced on Canvas and in class and the change will always be to the benefit of the student.

Schedule of Topics and Readings

These assignments can also be found in the “Modules” page on Canvas, including any readings not in the textbooks. Readings are due the date under which they are listed (not the next day). Readings marked with a * are available on Canvas. Study questions for each day’s reading are also available on Canvas.

- M 1/8 Introduction**
take the syllabus quiz on Canvas (you will need to do this to be able access exam and assignment guides later, and to submit assignments)
- W 1/10 The Problems of the Late Republic**
*preface to Livy’s *History of Rome (Ab Urbe Condita)*
*J. von Ungern-Sternberg, “The Crisis of the Republic”
- F 1/12 Augustan Solutions, I—Political**
*Augustus, *Res Gestae*
*Tacitus, *The Annals of Imperial Rome*, 1.1-15
- M 1/15 MLK Jr. Day (university holiday, no class)**
- 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 Things Go Awry: Tiberius and Caligula**
*Tacitus, *The Annals of Imperial Rome*, 1.16-30, 1.31-54, 2.27-46, 6.1-27
- W 1/24 Dynastic Shenanigans: Claudius and Nero**
*Tacitus, *The Annals of Imperial Rome*, 12.41-69, 15.48-74, Book 16
- F 1/26 A New Hope: The Flavians**
*Suetonius, *Life of Vespasian*
- M 1/29 An Introduction to Primary Source Analysis** **C2**
**The Senatus Consultum Ultimum de Cn. Pisone Patre*
*Tacitus, *The Annals of Imperial Rome*, 2.47-88 and 3.1-19
- W 1/31 The (Physical) Apex of Empire: Nerva, Trajan, and Hadrian**

*Pliny the Younger, *Letters*, Book 10.61-121 (pay especial attention to 96-97)
*Cassius Dio, *Roman History*, epitome of Book 69

F 2/2 External Issues in the High Empire

*E. Gibbon, *Decline and Fall of the Roman Empire*, Chapter 1

M 2/5 Internal Issues in the High Empire

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

W 2/7 The Last of the Five Good Emperors: Marcus Aurelius

**Historia Augusta*, "Life of Marcus Aurelius," parts 1 and 2

*selections from the *Meditations* of Marcus Aurelius

F 2/9 Roman Cultural Identity in the High Empire

*Lucian, *Eunuchus*

*Philostratus, excerpts from *The Lives of the Sophists*, 489-492 (Favorinus), 522-527 (Dionysius), 559-563 (Herodes)

M 2/12 The End of the High Empire

*Herodian, *History of the Roman Empire*, Book 1, Book 2.1-7

W 2/14 Soldier-Emperors: The Severans

*Herodian, *History of the Roman Empire*, Book 2.8—end of Book 3

F 2/16 Midterm 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, pp. 419-440

F 2/23 The Rise of Christianity

**The Martyrdom of Sts. Perpetua and Felicity*

**Mithras Liturgy* (read the section marked "Actual Text")

M 2/26 Last Hope? Diocletian and the Economy

Cameron chapter III

*"The Edict Fixing Maximum Prices"

W 2/28 Changing Ideas of "Romanness"

*Eunapius, *Lives of the Sophists*, excerpts

- F 3/2** **No class**
 first writing project due by 11:59 pm
- M 3/12** **Dividing the Empire: the Tetrarchy**
 *A.K. Bowman, "Diocletian and the First Tetrarchy, AD 284-305," *Cambridge Ancient History* vol. XII, pp. 67-89
- W 3/14** **Last Gasp? The Reign of Constantine the Great**
 Cameron chapter IV
 *Eusebius, *Life of Constantine*, excerpts

 proposal for second writing project due by 11:59 pm
- F 3/16** **Church Meets State: The Legitimization of Christianity**
 *Eusebius, *Letter on the Council of Nicaea*
 *Arius, *Thalia*
 *Socrates Scholasticus, *Ecclesiastical History* 1.37
- M 3/19** **New Rome, New Romanness**
 Cameron chapter V
 Ammianus 14.6, 28.4 (pp. 45-50, 358-363)
- W 3/21** **Longing for the Pagan Past: 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, *Prescript on Christian Teaching*
- F 3/23** **Valens, Valentinian, and Disaster at Adrianople**
 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** **The Triumph of Christianity**
 *Symmachus, *Relatio* 3
 *St. Ambrose, *Letters* 17-18
- W 3/28** **Dividing the Empire (Again), Within and Without**
 *St. Ambrose, *Letter* 51 to the Emperor Theodosius
 *Sozomen, *Ecclesiastical History* 7.25 on Ambrose and Theodosius

*selections from the Theodosian Code

outline for second writing project due by 11:59 pm

F 3/30 **The Last Generations of the Western Roman Empire**
Cameron chapters VIII-IX
*Sozomen, *Ecclesiastical History* 9.6 on the sack of Rome
*Paulinus of Pella, *Eucharisticon*

M 4/2 **AD 476: The Fall of the West**
*P. Brown, *The World of Late Antiquity*, pp. 126-135

W 4/4 **The West after Rome**
*W. Goffart, *Barbarians and Romans*, pp. 103-126
*excerpts from Gregory of Tours, *History of the Franks*
*selections from Venantius Fortunatus

F 4/6 **Life Goes on in the East**
Cameron chapter XI
*sources on the murder of Hypatia

M 4/9 **One Last Try: Justinian**
*P. Brown, *The World of Late Antiquity*, pp. 150-159
*excerpts from Justinian's *Code* and *Institutes*

W 4/11 **Student Practica on Reforms (Political)**
first draft of second writing project due by 11:59 pm

F 4/13 **Student Practica on Reforms (Military)** **C3, C4**

M 4/16 **Student Practica on Reforms (Economic)**

W 4/18 **Student Practica on Reforms (Sociocultural)**

F 4/20 **What Did the Romans Think?**
*Salvian, *de Gubernatore Dei*
*B. Croke, "AD 476: the manufacturing of a turning point"

M 4/23 **Why Did the Western Empire Fall?**
*chart of 210 reasons for the decline and fall of the western Roman Empire

W 4/25 Conclusions

F 4/27 Final exam review and practice

M 4/30 Final exam, regular classroom, 2:30-4:20 pm

W 5/2 **final draft of second writing project due by 11:59 pm**

Required books

A. Cameron, *The Later Roman Empire*. ISBN 0674511948.

Ammianus Marcellinus, *The Later Roman Empire*, ISBN 0140444068.

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

T. Cameron, 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).