Title of Proposal – Must begin with Department Abbreviation:
HIST/CLAS - Addition of courses ‘History of Classical Greece’, ‘History of the Roman Republic’, and ‘History of the Roman Empire’ to the catalog under History and cross-listing with Classics

Check One: ☑ Full Proposal or ☐ Information Item

Effective Date for Curricular Offering: Fall 2009

FROM: Dr RJ Covino, History, x5621, Ralph-Covino@utc.edu
(proposal originator: include spokesperson's name, department, office number, telephone, e-mail)

Does this require new resources from the originating department or other department? No

Please attach explanation if yes.

Faculty of the originating department approved this proposal on 2 October 2008 (date), by a vote of 10 aye votes; 0 nay votes; 0 absent; abstentions: 0 eligible voting members absent

The following have examined this proposal:

Dept Head/Director: Bob Swansbrough
(printed name) [signature] approve neutral disapprove*

College Curriculum Committee Date: ______ Vote: ______ Signature of Chair: ____________

Spokespersons for Affected Departments:

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<tr>
<th>Name, department, date</th>
<th>Signature</th>
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<th>Neutral</th>
<th>Disapprove*</th>
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University Registrar: Linda Orth
(printed name) [Signature]
Comments: ____________________________

Provost: Phil Oldham
(printed name) [Signature]

*Those who disapprove may attach an explanation

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<th>ACTIONS on this proposal:</th>
<th>Curriculum Committee</th>
<th>Faculty Senate</th>
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<td>Approved with amendments (amendments indicated and transmitted to all signatories above, date):</td>
<td>______________________</td>
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Signature of Chair: ______________________

Revised 2/16/2007
HIST/CLAS – Addition of courses ‘History of Classical Greece’, ‘History of the Roman Republic’, and ‘History of the Roman Empire’ to the catalog under History and cross-listing with Classics

Summary of Actions to be taken:

1. Add course HIST351 (3) “History of Classical Greece”
2. Cross-list course HIST351 (3) “History of Classical Greece” as CLAS351 (3)
3. Add course HIST352 (3) “History of the Roman Republic”
4. Cross-list course HIST352 (3) “History of the Roman Republic” as CLAS352 (3)
5. Add course HIST353 (3) “History of the Roman Empire”
6. Cross-list course HIST353 (3) “History of the Roman Empire” as CLAS353 (3)

Contents:

1. Rationale
2. Analyses
   2.1 – Economic
   2.2 – Expertise and Interest
   2.3 – Impact of New Additions on Provision of other Courses
   2.4 – Additions to the Library
   2.5 – Impact on Students’ Ability to Graduate in a Timely Manner
   2.6 – Relationship to Requirements & Resources of other Departments
3. Course Numbers and Descriptions
   3.1 – History of Classical Greece
   3.2 – History of the Roman Republic
   3.3 – History of the Roman Empire
4. Sample Syllabi and Course Schedules
1. Rationale:

Both the History Department and the Department of Foreign Languages have made a commitment to the quality provision of Ancient History teaching here at UTC, a subject offered in one form or another since the foundation of the University in 1886; however, in its present incarnation, the catalog offers only one course that provides an historical analysis of the period, CLAS310 (3) "The Greco-Roman World," beyond the level of detail of the World Civilization survey (HIST103). CLAS310 had previously been cross-listed as HIST310, but it was removed from the catalog in anticipation of this submission last year. It was felt that teaching the entire history of the Greco-Roman world as a single three credit-hour course had let our students down by denying them the opportunity to come to know the inhabitants of the ancient world in the same level of depth which they can with courses that cover other nations over what is usually far more restricted period of time. Additionally, HIST/CLAS310 was formerly taught by the Associate Professor of Latin and Classics, Dr Ron Bohrer; his retirement, coupled with the new addition of a dedicated Ancient Historian to the faculty of the History Department, occasions the opportunity for additions to the catalog.

The three of the proposed courses below seek to replace "The Greco-Roman World" by breaking its temporal focus into three, as is common at most other universities of UTC’s size across the world (UTK covers the same material and then some over five courses; however, their Classics program is large enough and has the expertise to support a fourth and fifth division). The traditional approach to teaching the subject is here adopted, with distinct courses being offered in the history of Classical Greece, the Roman Republic, and the Roman Empire.

Adding these will provide a range of upper-level courses which can be taught by existing faculty within the History Department, or by associated faculty in Foreign Languages, for History Majors and Minors, those working towards the Classics Minor, and those in related disciplines; classical subjects being in the popularity-ascendant owing to films such as Gladiator and 300, they will also appeal to non-majors, the undeclared, and auditors from the local community such as the 60+. The high enrollments from a diverse student population for last year’s HIST385r courses on the Roman Republic and Roman Empire prove this to be correct.

These additions to the catalog will bring an end to the utilization of the HIST385r "National History" rubric for Ancient History courses and will aid in the process of making the catalog more representative of what is currently and will in future be offered by the History Department.
2. Analyses

2.1 – Economic

The University has already expended a substantial amount of money on the hiring process for the History Department’s new Ancient Historian. Beyond his salary, the Dean of the College of Arts and Sciences authorized an additional $1000 to be earmarked for new purchases to bring the Lupton Library’s Ancient History collection more up-to-date. A subsequent Library Enhancement Initiative Grant of $750 was also awarded last year to this end. This expenditure is concrete evidence of both departmental and administrative support for the widening of UTC’s course offerings in Ancient History.

2.2 – Expertise and Interest

The routine instructor for the three proposed courses will be Dr Ralph Covino of the History Department. These proposed new courses will be cross-listed as HIST/CLAS. Other staff, such as Dr Joshua Davies of Foreign Languages, could ensure their continued provision were Dr Covino to be unavailable.

The interest in providing these courses has already been established; their forerunner, CLAS310, was formerly a requirement for the Classics Minor. Its successor courses offered via the History Department will serve to offer additional opportunities for students interested in that Minor, majors & minors in History looking for upper-division electives, and other students interested in the time-period for their own myriad reasons.

2.3 – Impact of New Additions on Provision of other Courses

The addition of these courses will have no impact on the provision of other courses within the History Department, barring the likely decreased enrollments as students fight to get into Ancient History modules, eschewing their competitors. Both HIST385r modules offered last year, “Roman History to Caesar” and “History of the Roman Empire,” achieved maximum student enrollment very early as well as drew a number of regularly-attending auditors from both the local community and from the student body.

2.4 – Impact on the Lupton Library

The Ancient History section of the Lupton Library is largely comprised of texts purchased when the University was still the University of Chattanooga and/or Grant Memorial. We have begun to take the steps necessary to update and grow the collection; a good start has been made with $1000 of decanal money which was used to shore-up the Roman holdings last year. A successful application was made for Library Enhancement Initiative funds to purchase the most up to date versions of the Cambridge Ancient History. Thanks to the Dean of the Library and Mike Bell, students and faculty now enjoy access to the on-line version of L’Année philologique. Over the next year, we will be working so as to similarly bring the Greek history collection up to fighting strength and populated with up-to-date, student-friendly volumes for consultation and use.
2.5 – Impact on Students’ Ability to Graduate in a Timely Manner

The proposed course additions should not impact students’ ability to graduate in any way. Their addition will have some effect on History majors/Classics minors in that their provision will speed their process to the completion of their degree requirements.

2.6 – Relationship to Requirements & Resources of other Departments

The courses which are proposed will augment the course of study and broaden the understanding of not only History majors and minors as well as Classics minors; they will be of interest as well of use to students on a number of other courses of study, such as Art, Philosophy & Religion, and Political Science. Their utility to students enrolled in the Nursing program is questionable; however, a disproportionately large segment of last year’s HIST385r cadre came from there, so there is at least interest.

The subject matter under scrutiny in these courses will provide much needed background and context for courses taught elsewhere in the University such as (but not limited to) ART214 “The History of Western Art from Prehistoric through Medieval,” PHIL351 “History of Ancient Philosophy,” REL213 “A History of Judaism,” REL222 “Biblical Literature,” POLS213 “American Political and Constitutional Thought,” and UHON214 “Classical and Medieval Historical and Political Thought.”
3. Course Numbers and Descriptions

3.1) HIST/CLAS 351 (3)
Title: "History of Classical Greece"
Catalog Description: "Greek social and political history from the period of the Persian
Wars to the Achaean War, covering Classical Athens and Sparta, the Peloponnesian War,
the rise of Macedon and Alexander the Great, with an emphasis on the art, philosophy,
and religion of Greece's *polis*-based society during the 5th and 4th centuries BC."

3.2) HIST/CLAS 352 (3)
Title: "History of the Roman Republic"
Catalog Description: "Roman social and political history from the 8th century to 44 BC,
covering through an analysis of their art, philosophy, and literature the Romans’ origins,
their city's development and growth into an imperial power, as well as the key figures
involved in the break-up of the Republic."

3.3) HIST/CLAS 353 (3)
Title: "History of the Roman Empire"
Catalog Description: "Roman social and political history from 44 BC to AD 491,
covering through an analysis of their art, philosophy, and literature the rise of
bureaucratic government, the Roman economy, life under the Julio-Claudians, Flavians,
Antonines, Severans, Diocletian, and Constantine, Rome's interaction with barbarians and
Christians, and the fall of the Western Empire."

no pre-reqs -

5
4. Sample Syllabi and Course Schedules

1) HIST351 – History of Classical Greece (3)
(Sample Syllabus using Fall '08 dating) - Dr R.J. Covino

Office: Brock Hall - 302b
Office Hours: MWF 2-3pm* (or by appointment)
* subject to change
Tel. (423) 425-5621
E-mail: Ralph-Covino@utc.edu
IM/Facebook: at your peril

Course Description:

Greek social and political history from the period of the Persian Wars to the Achaean War, covering Classical Athens and Sparta, the Peloponnesian War, the rise of Macedon and Alexander the Great, with an emphasis on the art, philosophy, and religion of Greece’s polis-based society during the 5th and 4th centuries BC.

Class Hour: TR 10:50-12:05, Brock 401

It is my goal to be as helpful to my students as possible, so feel free to drop by during office hours, call or e-mail me to discuss any aspect of the class or how I can help you better succeed.

Objectives:

At the successful completion of this course, you should have attained a good grasp of the narrative and main themes of Classical Greek history and developed a sensitivity to the problems of working with ancient evidence. Additionally, you ought to have built upon existing skills of analysis which are required of an historian. The course will have fostered your skills of independent research and thought, of self-expression (in writing via the examinations and term paper, and orally through class and tutorial participation), and of working rapidly through large amounts of often complex material.

Evaluation, Course Dates and Make-Ups:

Three (3) in class exams: 100 - 25 Sept
100 - 9 Oct
100 - 6 Nov

Two (2) papers (c. 5pp – 40% + 60%): 100 - 18 Sept; 25 Nov

One (1) final exam: 100 - 4 Dec

Thus, the calculation of your ‘Base Mark’ will be the total of all of the above divided by the number of classes of assessed work (i.e. 5). The ‘Base Mark’ may be augmented via additional marks for active and informed class and tutorial participation (to a total of +4) and success on ‘unannounced’ quizzes (to a total of +4). A = 100-90; B = 89-80; C = 79-70; D = 69-60; F = <60

All five (5) classes of assessed work must be completed in order to achieve a passing grade; if there are any deficiencies, a failing mark will be awarded.

The mark of “I” (incomplete) will not be awarded for this class save for extremely special circumstances. Everyone on the official roster will receive the mark which he/she has earned as of the date of the final examination, subject to the proviso identified above. Your decision to enroll and remain in this course indicates that you accept same.
Thus, the two papers will not be accepted late save for under extremely special circumstances, which must be approved in advance. This is especially the case for the second paper, as it is due on the last day of class during the class hour; by then, you will have had ages to work on it, so there really is no excuse...

Make-up examinations will be administered only with acceptable documented proof of inability to attend; requests for a make-up must be submitted within 48 hours of the exam date and the documentation produced at the next available period of office hours.

Texts and Readings:

- Herodotus, *The Histories*.
- Plato, *The Apology of Socrates*.
- Thucydides, *The History of the Peloponnesian War*.

Additional materials will be provided via BlackBoard vel sim.

There are assignments listed below on the course outline for day-to-day reading. Keeping up will be to your advantage as it will simply not be possible to succeed in this class by playing catch-up. It's simple mathematics – we have one term to get through 6000+ years. Such a mass of information, with all of the names, events and dates, cannot be crammed into the night before an examination (even the smaller term-time ones).

Attendance:

Having reached the 300 level, you should know that there is a direct correlation between regular class attendance and success. I state quite bluntly that you will need to master both the content presented in the assigned texts as well as in the lectures in order to truly succeed in this class’ examinations; they will in each instance call for knowledge of both. However, that said, I view all students enrolled in University-level endeavors as being adults capable of making their own decisions as to how to best achieve their goals. This includes giving them the opportunity for ‘Deferred Success’ which, as you may know, is the new euphemism for failure. Therefore, barring days during which work for assessment must be handed in/completed, I will not take roll.

*N.B.* if you fail to attend class, you will be absenting yourself from the opportunity to gain extra points via any unannounced quizzes and class/tutorial participation. Neither can be made up. You will want to trust me when I advise you that even the brightest student will be glad of the potential for a points boost come the end of semester.

Papers:

Recommended Length: *circa* five (5) double-spaced, typewritten pages each. Footnotes count; however, bibliography does not. An essay takes as long as it needs to in order to achieve its goal of making a well-reasoned, logical and coherent presentation. Overly long or overly short papers are viewed with loathing – the average is there for a reason.

We will be covering in class how best to go about writing an ancient history paper, covering such subjects as proper ancient source citation style, the number of secondary works which ought to be consulted, and the profound penalty that will be imposed for anyone foolish enough to use or cite the Wikipedia as a part of his/her 'research'.

Papers are due in class on 18 Sept and 25 Nov. Recall from above that there are (virtually) **NO EXCEPTIONS** and, of course, **NO DISINTEGRATIONS**.
Statement on Plagiarism and the Honor Code:

I know what cheating and plagiarism are and, by this stage in your University careers, you do too. If you are in doubt, consult your handbook. In short, don’t try to pull anything. I have no desire to ever visit the Honor Court; however, I will feel no compunction about bringing any and all violators before them in order to protect the integrity of the other members of the class’ valid work towards their degrees.

ADA Statement:

If you have a disability which may require assistance or accommodations, or you have questions related to any accommodations for testing, note-taking, readers, et cetera, please speak with me as soon as possible. You should also contact the Office for Students with Disabilities (OSD) on 425-2202.

Nota Bene:

The timetable as well as the other information contained on this syllabus is subject to change. It is the responsibility of the student to keep informed of such changes which may be announced, inter alia, in class, on BlackBoard, via e-mail, carrier pigeon...

Course Outline and Readings:

Key: \( MP = \text{Morris & Powell}; \ H = \text{Herodotus}; \ T = \text{Thucydides} \)

Week 1:  
19 Aug - Enrollment & Introduction to the Course  
21 Aug - Greece: The Land and Its People  
\( \text{MP 1-41} \)

Week 2:  
26 Aug - Prehistory, Minoan & Mycenaean Greece  
\( \text{MP 42-70}; \ H \text{ Bk1} \)  
28 Aug - The ‘Dark Ages’  
\( \text{MP 72-91} \)

Week 3:  
2 Sept - The World of Homer  
\( \text{MP 93-116} \)  
4 Sept - Greek Religion  
\( \text{MP 117-146}; \ H \text{ Bks 5-6} \)

Week 4:  
9 Sept - Life in the Early Polis  
\( \text{MP 148-170}; \ H \text{ Bks 2-3} \)  
11 Sept - EXAMINATION I

Week 5:  
16 Sept - The Origins of Philosophy  
\( \text{MP 171-177} \)  
18 Sept - Archaic Art  
\( \text{MP 177-192}; \ H \text{ Bk 4} \)

Week 6:  
23 Sept - Early Sparta  
\( \text{MP 193-204}; \ \text{Additional Readings on BB} \)  
25 Sept - Early Athens  
\( \text{MP 204-219}; \ H \text{ Bk 7} \)  
PAPER I DUE

Week 7:  
30 Sept - Herodotus & the Wars with Persia (I)  
\( \text{H I.1-5; 131-140; III.98-105; VI.94-131; VII.1-40} \)  
2 Oct - The Persian Wars (II)
Week 8: 7 Oct - Thermopylae and Salamis  
H VII.198-239; VIII.40-96; 113-120; IX.107-21  
9 Oct - EXAMINATION II

Week 9: 14 Oct - Athenian Democracy  
MP 204-219  
16 Oct - An Empire for Athens  
MP 268-279; 284-287

Week 10: 21 Oct - No Class (Fall Break)  
23 Oct - The Peloponnesian War  
MP 334-364; T 1.1-23; 139-146; 2.13-17; 34-46

Week 11: 28 Oct - Aftermath I  
T 2.47-65; T 3.35-50  
30 Oct - Aftermath II  
T 5.1-26; 84-116; 6.1-32; 5.42-52

Week 12: 4 Nov - Aftermath III  
T 6.53-61; T 6.88-93; 7.27-28; 42-87; 8.1-5  
6 Nov - EXAMINATION III

Week 13: 11 Nov - Presocratic Philosophy  
Readings available via BB  
13 Nov - Socrates & Plato  
MP 292-294; 360-64; 390-400; Plato, Apology

Week 14: 18 Nov - The Rise of Philip of Macedon  
MP 365-80; 401-412  
20 Nov - Alexander the Great  
Readings available via BB

Week 15: 25 Nov - The End of the Classical Era  
MP 412-437  
PAPER II DUE 
27 Nov - No Class (Thanksgiving)

Week 16: 2 Dec - "Reading Day".  
4 Dec - FINAL EXAMINATION
2) HIST352 – History of the Roman Republic (3)
(Syllabus used in Fall ’07) - Dr R.J. Covino

Office: Brock Hall - 302b  
Office Hours: MWF 2-3pm*  
(or by appointment)  
* subject to change  
Tel. (423) 425-5621  
E-mail: Ralph-Covino@utc.edu  
IM/Facebook: at your peril

Course Description:

Roman history from the 8th century to 44 B.C., covering Rome’s origins, the city’s development and growth into an imperial power, as well as the key figures involved in the break-up of the Republic.

Class Hour: MWF 10:00-10:50, Brock 401

It is my goal to be as helpful to my students as possible, so feel free to drop by during office hours, call or e-mail me to discuss any aspect of the class or how I can help you better succeed.

Objectives:

At the successful completion of this course, you should have attained a good grasp of the narrative and main themes of Roman Republican history and developed a sensitivity to the problems of working with ancient evidence. Additionally, you ought to have built upon existing skills of analysis which are required of an historian. The course will have fostered your skills of independent research and thought, of self-expression (in writing via the examinations and term paper, and orally through class and tutorial participation), and of working rapidly through large amounts of often complex material.

Evaluation, Course Dates and Make-Ups:

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<th>100 - 14 September</th>
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<td>100 - 12 October</td>
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<td>100 - 9 November</td>
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<tr>
<td>One (1) term paper (c. 7pp):</td>
<td>100 - 3 December</td>
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<tr>
<td>One (1) cumulative final exam*:</td>
<td>100 - 5 December</td>
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<td>*from 265 - 44 B.C.</td>
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Thus, the calculation of your ‘Base Mark’ will be the total of all of the above divided by the number of pieces of assessed work (i.e. 5). The ‘Base Mark’ may be augmented via additional marks for active and informed class and tutorial participation (to a total of +4) and success on any unannounced quizzes (to a total of +4). A = 100-90; B = 89-80; C = 79-70; D = 69-60; F = <60

All five (5) pieces of assessed work must be completed in order to achieve a passing grade; if there are any deficiencies, a failing mark will be awarded.

The mark of “I” (incomplete) will not be awarded for this class save for extremely special circumstances. Everyone on the official roster will receive the mark which he/she has earned as of the date of the final examination, subject to the proviso identified above. Your decision to enroll and remain in this course indicates that you accept same.

Thus, the term paper will not be accepted late save for under extremely special circumstances, which must be approved in advance. It is due on the last day of class during the class hour; by then, you will have had all term to work on it, so there really is no excuse.
Make-up examinations will be administered only with acceptable documented proof of inability to attend; requests for a make-up must be submitted within 48 hours of the exam date and the documentation produced at the next available period of office hours.

**Texts and Readings:**


Additional materials will be provided via BlackBoard *vel sim.*

There are assignments listed below on the course outline for day-to-day reading. Keeping up will be to your advantage as it will simply not be possible to succeed in this class by playing catch-up. It’s simple mathematics – we have one term to get through 700+ years. Such a mass of information, with all of the names, events and dates, cannot be crammed into the night before an examination (even the smaller term-time ones).

**Attendance:**

Having reached the 300 level, you should know that there is a direct correlation between regular class attendance and success. I state quite bluntly that you will need to master both the content presented in the assigned texts as well as in the lectures in order to truly succeed in this class’ examinations; they will in each instance call for knowledge of both. However, that said, I view all students enrolled in University-level endeavors as being adults capable of making their own decisions as to how to best achieve their goals. This includes giving them the opportunity for ‘Deferred Success’ which, as you may know, is the new euphemism for failure. Therefore, barring days during which work for assessment must be handed in/completed, I will not take roll.

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**Term Papers:**

Recommended Length: *circa* seven (7) double-spaced, typewritten pages. Footnotes count; however, bibliography does not. An essay takes as long as it needs to in order to achieve its goal of making a well-reasoned, logical and coherent presentation. Overly long or overly short papers are viewed with loathing – the average is there for a reason.

Choose One (1) from Six (6):

- Marius’ Career as Culmination
- Sulla’s Idea of Leadership
- Crassus: Power, Money and Delusion
- The Good and the Bad: Gna. Pompeius Magnus
- Cicero’s Choice of Political Battles
- Caesar’s *dignitas*: Was It Worth It?

Other topics (*e.g.* before the late Republic) may be attempted, but only with my express permission and subject to topic approval.

A guide to how to write an ancient history paper, covering such subjects as proper ancient source citation style, the number of secondary works which ought to be consulted, and the profound penalty that will be imposed for anyone foolish enough to use or cite the Wikipedia as a part of his/her ‘research,’ will be provided closer to the due date.
Papers are due in class on 3 December. Recall from above that there are (virtually) NO EXCEPTIONS and, of course, NO DISINTEGRATIONS.

Statement on Plagiarism and the Honor Code:

I know what cheating and plagiarism are and, by this stage in your University careers, you do too. If you are in doubt, consult your handbook. In short, don’t try to pull anything. I have no desire to ever visit the Honor Court; however, I will feel no compunction about bringing any and all violators before them in order to protect the integrity of the other members of the class’ valid work towards their degrees.

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Nota Bene:

The timetable as well as the other information contained on this syllabus is subject to change. It is the responsibility of the student to keep informed of such changes which may be announced, inter alia, in class, on BlackBoard, via e-mail, carrier pigeon…

Course Outline and Readings:

Key: WHY = Ward, Heichelheim & Yeo; BB = BlackBoard; [...] = optional

Week 1: Beginnings
20 Aug - Enrollment
22 Aug - Periods of Roman History, Our Sources & Types of Evidence
   Consult Maps on WHY pp. 3, 5, 9, 13 and Livy, pp. 438-440; BB Timeline of Roman History; BB Sources Handout

Week 2: Getting Rome Established
27 Aug - The Etruscans; WHY pp. 12-28
29 Aug - Rome’s Foundations: Archaeology and Mythology; Livy, pp. 1-28 (Introduction)
31 Aug - TUTORIAL: “The Founding of Rome”; (See BB for questions); Livy, pp. 29-49.

Week 3: The Roman Monarchy
5 Sept - Film/Activity T.B.A.; WHY pp. 29-41
7 Sept - Kings, Facts, Figures, Dates; Livy, pp. 49-90.

Week 4: Removing the Reges
10 Sept - Expulsion of the Kings; Livy, pp. 90-104
12 Sept - Inherited Social Structures; WHY pp. 42-62
14 Sept - EXAMINATION I

Week 5: The Early Republic
17 Sept - A Fresh Start and a New State
   WHY pp. 62-66; Livy, pp. 107-125; BB Cursus Honorum Handout
19 Sept - Patricians, Plebeians and Social Conflict
   WHY pp. 66-77; Livy, pp. 146-147 [optional extra pp. 193-284]
21 Sept - TUTORIAL: “The Roman Army”; (see BB for questions and readings)
Week 6: War Week
24 Sept - Roman Expansion in Italy
     WHY pp. 78-90; Livy, [125-145; 159-189, 287-363]; 367-435, esp. 413ff.
26 Sept - The First Punic War; WHY pp. 91-106
28 Sept - Rome, Hannibal, and Hannibal's Legacy
     WHY pp. 107-114; [Livy, The War With Hannibal, Books XXI-XXX, avail. in Penguin]

Week 7: Roma Invicta
1 Oct - Transmarine Expansion: West; WHY pp. 125-130
3 Oct - Transmarine Expansion: East; WHY pp. 115-124
5 Oct - TUTORIAL: “Cato the Elder”; (see BB for questions and readings)

Week 8: Italy in the 2nd Century
8 Oct - Internal Politics; WHY pp. 131-152
10 Oct - The Cursus Honorum and Office-holding; RECAP WHY pp. 62-68; BB Cursus Honorum
12 Oct - EXAMINATION II

Week 9: The Start of the Big Names
15 Oct - The Gracchi; WHY pp. 153-163
17 Oct - The Rise of Marius; WHY pp. 164-172
19 Oct - TUTORIAL: “Marius”; (see BB for questions and reading); Plut., Vit. Mar., passim.

Week 10: Odds and Ends
24 Oct - The Social War; WHY pp. 172-174
26 Oct - TUTORIAL: “Roman Religion”; (see BB for questions and readings)

Week 11: Civil War
29 Oct - Sulla & Marius; WHY pp. 175-178
31 Oct - Sulla’s Dictatorship; WHY pp. 178-182
2 Nov - TUTORIAL: “Sulla”; (see BB for questions); Plut., Vit. Sull., passim.

Week 12: Sulla’s Aftermath
5 Nov - The Sullan Constitution & his Memoirs; WHY pp. 183-198
7 Nov - The Rise of Pompey; Plut., Vit. Pomp., passim.
9 Nov - EXAMINATION III

Week 13: Hurtling towards Disaster
12 Nov - Cicero and Catiline; (see BB for readings)
14 Nov - The First Triumvirate; WHY pp. 199-203
16 Nov - TUTORIAL: “Cicero”; (see BB for questions and readings); Plut., Vit. Cic., passim.

Week 14: The Politics of Luca
19 Nov - WHY pp. 203-205

Week 15: Stabby Stabby
26 Nov - The Coming of Civil War; WHY pp. 206-216
28 Nov - Caesar Dictator; [WHY 217-231 – warning, contains spoilers]
30 Nov - TUTORIAL: “Caesar”; (see BB for questions); Plut., Vit. Caes., passim.

Week 15: Conclusion
3 Dec - Revision Session; TERM PAPER DUE
5 Dec - FINAL EXAMINATION
3) HIST353 – History of the Roman Empire (3)
(Syllabus used in Spring '08) - Dr R.J. Covino

Office: Brock Hall - 302b
Tel. (423) 425-5621
Office Hours: MWF 2-3pm*
(or by appointment)
*subject to change
E-mail: Ralph-Covino@utc.edu
IM/Facebook: at your peril

Course Description:

Roman history from 44 BC to AD 491, covering the rise of bureaucratic government, the Julio-Claudians, the Flavians, Antonines and Severans, Rome's interaction with barbarians and Christians, Diocletian and Constantine, and the fall of the Western Empire.

Class Hour: MWF 10:00-10:50, Brock 401

It is my goal to be as helpful to my students as possible, so feel free to drop by during office hours, call or e-mail me to discuss any aspect of the class or how I can help you better succeed.

Objectives:

At the successful completion of this course, you should have attained a good grasp of the narrative and main themes of Roman Imperial history and developed a sensitivity to the problems of working with ancient evidence. Additionally, you ought to have built upon existing skills of analysis which are required of an historian. The course will have fostered your skills of independent research and thought, of self-expression (in writing via the examinations and term paper, and orally through class and tutorial participation), and of working rapidly through large amounts of often complex material.

Evaluation, Course Dates and Make-Ups:

Three (3) in class exams:

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<tr>
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<td>100</td>
<td>7 Mar</td>
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<td>4 Apr</td>
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Two (2) papers (c. 5pp – 40% + 60%):

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<th>Grade</th>
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<tr>
<td>100</td>
<td>22 Feb &amp; 21 Apr</td>
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One (1) final exam:

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<tr>
<td>100</td>
<td>23 Apr @ 8am</td>
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Thus, the calculation of your 'Base Mark' will be the total of all of the above divided by the number of classes of assessed work (i.e. 5). The 'Base Mark' may be augmented via additional marks for active and informed class and tutorial participation (to a total of +4) and success on 'unannounced' quizzes (to a total of +4). A = 100-90; B = 89-80; C = 79-70; D = 69-60; F = <60

All five (5) classes of assessed work must be completed in order to achieve a passing grade; if there are any deficiencies, a failing mark will be awarded.

The mark of “I” (incomplete) will not be awarded for this class save for extremely special circumstances. Everyone on the official roster will receive the mark which he/she has earned as of the date of the final examination, subject to the proviso identified above. Your decision to enroll and remain in this course indicates that you accept same.

Thus, the two papers will not be accepted late save for under extremely special circumstances, which must be approved in advance. This is especially the case for the second paper, as it is due on the last day of class during the class hour; by then, you will have had ages to work on it, so there really is no excuse...
Make-up examinations will be administered only with acceptable documented proof of inability to attend; requests for a make-up must be submitted within 48 hours of the exam date and the documentation produced at the next available period of office hours.

**Texts and Readings:**

- [Scribonius], *Historia Augusta*.

Additional materials will be provided via BlackBoard *vel sim*.

There are assignments listed below on the course outline for day-to-day reading. Keeping up will be to your advantage as it will simply not be possible to succeed in this class by playing catch-up. It’s simple mathematics – we have one term to get through 500+ years. Such a mass of information, with all of the names, events and dates, cannot be crammed into the night before an examination (even the smaller term-time ones).

**Attendance:**

Having reached the 300 level, you should know that there is a direct correlation between regular class attendance and success. I state quite bluntly that you will need to master both the content presented in the assigned texts as well as in the lectures in order to truly succeed in this class’ examinations; they will in each instance call for knowledge of both. However, that said, I view all students enrolled in University-level endeavors as being adults capable of making their own decisions as to how to best achieve their goals. This includes giving them the opportunity for ‘Deferred Success’ which, as you may know, is the new euphemism for failure. Therefore, barring days during which work for assessment must be handed in/completed, I will not take roll.

*N.B.* if you fail to attend class, you will be absenting yourself from the opportunity to gain extra points via any unannounced quizzes and class/tutorial participation. Neither can be made up. You will want to trust me when I advise you that even the brightest student will be glad of the potential for a points boost come the end of semester.

**Papers:**

Recommended Length: *circa* five (5) double-spaced, typewritten pages each. Footnotes count; however, bibliography does not. An essay takes as long as it needs to in order to achieve its goal of making a well-reasoned, logical and coherent presentation. Overly long or overly short papers are viewed with loathing – the average is there for a reason.

We will be covering in class how best to go about writing an ancient history paper, covering such subjects as proper ancient source citation style, the number of secondary works which ought to be consulted, and the profound penalty that will be imposed for anyone foolish enough to use or cite the Wikipedia as a part of his/her ‘research.’

Papers are due in class on 22 Feb and 21 Apr. Recall from above that there are (virtually) NO EXCEPTIONS and, of course, NO DISINTEGRATIONS.

**Statement on Plagiarism and the Honor Code:**

I know what cheating and plagiarism are and, by this stage in your University careers, you do too. If you are in doubt, consult your handbook. In short, don’t try to pull anything. I have no desire to ever visit the Honor Court; however, I will feel no compunction about bringing any and all violators before them in order to protect the integrity of the other members of the class’ valid work towards their degrees.

*ADA Statement:*
If you have a disability which may require assistance or accommodations, or you have questions related to any accommodations for testing, note-taking, readers, et cetera, please speak with me as soon as possible. You should also contact the Office for Students with Disabilities (OSD) on 425-2202.

Nota Bene:

The timetable as well as the other information contained on this syllabus is subject to change. It is the responsibility of the student to keep informed of such changes which may be announced, inter alia, in class, on BlackBoard, via e-mail, carrier pigeon...

Course Outline and Readings:

Key: \( WHY = Ward, Heichelheim & Yeo; BB = BlackBoard; [...] = optional \)

Week 1
7 Jan  - Enrollment
9 Jan  - Roman Republican History & types of Evidence
        [WHY pp. 1-209]; BB Timeline, Magistracies, Nomenclature & Sources handouts
11 Jan - To the Assassination of Caesar & Aftermath
        WHY pp. 210-220; \( Suet., Jul., passim. \)

Week 2
14 Jan - Civil War
        WHY pp. 220-228
16 Jan - The Establishment of the Principate
        WHY pp. 251-258
18 Jan - Tutorial: "Augustus"
        \( Suet., Aug., passim. \)

Week 3
21 Jan  - No Class
23 Jan  - Augustan Reforms
        WHY pp. 261-269
25 Jan  - Tutorial: "Emperors and Empire"
        BB for readings and questions to prep.

Week 4
28 Jan  - Imperial Stabilization under Augustus
        WHY pp. 271-281
30 Jan  - Revision
1 Feb  - EXAMINATION I

Week 5
4 Feb  - Dynastic Succession
        WHY pp. 284-299
6 Feb  - The Reign of Tiberius
        WHY pp. 300-308; BB Tiberius materials.
8 Feb  - Tutorial: "Tiberius"
        \( Suet., Tib., passim. \)
Week 6
11 Feb - The Emperor and his Friends
   BB for source materials.
13 Feb - Senatorial Careers and Lifestyle
   BB for source materials.
15 Feb - Tutorial: “How to be Top at Rome”
   BB for readings and questions to prep.

Week 7
18 Feb - Local Elites and Civic Governance
   BB for source materials.
20 Feb - Tutorial: “How Cities Worked”
   BB for source materials.
22 Feb - Paper I Due; Caligula
   WHY pp. 309-312; Suet., Gai.

Week 8
25 Feb - Claudius
   WHY pp. 313-317; Suet., Claud.
27 Feb - Nero and the End of a dynasty
   WHY pp. 318-323; Suet., Nero
29 Feb - Tutorial: “Taxes and the Economy”
   BB for readings and questions to prep.

Week 9
3 Mar - Flavian Recovery
   WHY pp. 325-334; BB for sources.
5 Mar - Revision
7 Mar - EXAMINATION II

Week 10
10, 12, 14 Mar - No Class

Week 11
17 Mar - To the Five Good Emperors
   WHY pp. 335-351
19 Mar - Tutorial: “The Historia Augusta”
   BB
21 Mar - No Class

Week 12
24 Mar - Gods of Empire
   WHY pp. 353-363
26 Mar - Christians and Crisis
   WHY pp. 364-375
28 Mar - Tutorial: “Christians and the Roman Empire”
   BB

Week 13
31 Mar - The Early Third Century
   WHY pp. 377-392
2 Apr - Revision
4 Apr - EXAMINATION III

Week 14
7 Apr - Anarchy
   WHY pp. 393-418
9 Apr - Diocletian
   WHY pp. 420-430
11 Apr - Constantine and Christianity
   WHY pp. 431-441
Week 15
14 Apr  - Enemies of the Roman Order
          WHY pp. 442-447
16 Apr  - Crisis? What Crisis?
          WHY pp. 449-477
18 Apr  - The Fall of the Roman Empire

Week 16
21 Apr  - Paper II Due & Revision
22 Apr  - Reading Day
23 Apr  - FINAL EXAMINATION