

# ROMAN HISTORY

The history of Rome from the 8th century BCE to the 5th century CE

## Course Description

This course covers the history of Rome from its origins in the 8th century BCE to the 5th century CE. It begins by placing Rome in its geographic and cultural setting and then proceeds to the early history of Rome under the monarchy. The events leading to the overthrow of the monarchy and the establishment of the Roman Republic in the 6th century BCE are examined. How Rome's initial struggle for survival in wars with its neighbors following the founding of the Republic turned into wars of expansion, and the lessons Rome learned in this nearly 250-year period are the next topic. At the point that Rome finally established its authority over almost the entire Italian peninsula it became embroiled in the first of three wars it would fight with its main rival at the time, Carthage. As in the period following the establishment of the Roman Republic, the wars with Carthage would precipitate social, economic and military changes in the Roman state. In the period following the Third Punic War the governmental institutions of the Republic would increasingly prove to be inadequate for the administration of Rome's expanding territory and military. The result would be a series of civil wars in which the legions were used to bolster one man or another's claim to power. Although Julius Caesar would succeed in becoming sole ruler of Rome, he made numerous enemies in the process, resulting in his assassination. In the next round of civil strife, Caesar's heir and adopted son, Octavian, would also succeed in becoming Rome's sole ruler.

Unlike Julius Caesar, Octavian (later known as Augustus) would find a way to make his position acceptable, transforming Rome from a republic to an empire in the process. The Augustan system would remain virtually unchanged for the next two and a half centuries while Rome reached the pinnacle of its territorial expansion. Again, internal problems led to another period of crisis, the Crisis of the Third Century. Although the empire seemed on the verge of breakup, emperors in the late 3rd century began to recover lost territory and reunite the empire. The reign of Diocletian in the last part of the 3rd century and his administrative, financial and military reforms did much to ensure the survival of the empire over the coming centuries. In the first half of the 4th century the emperor Constantine I would make two momentous decisions that affected the fate of the empire; he converted to Christianity and established Constantinople as his capital. Rome began the process of becoming a Christian empire and the center of gravity of the empire had clearly shifted to the east. As the 4th century continued Rome was faced with grave problems relating to two "barbarian" peoples, the Huns and the Goths.

Rome's barbarian troubles would only increase, particularly in the west, in the 5th century. In the 5th century the Western Roman Empire would suffer political instability, territorial loss (both voluntary, as in Britain, and involuntary, as in Spain and North Africa), and the shock of Rome being sacked by the Visigoths. In 476, the last emperor of the west was deposed, never to be replaced, bringing an end to the Western Roman Empire. Rome continued to exist, however, in the east but would gradually develop a unique identity, one quite different from that of the Empire at its height in the 2nd century. In the west, by the

early 6th century almost all of the territory of the former Western Empire was under Germanic rule, and the degree to which Roman administrative and legal practices continued varied.

### **About the Instructor**

This course has been prepared by Dr. Richard Dietrich, Lecturer in History, Middle East Technical University, Ankara, Turkey. In addition to a Master's and Doctorate in History from Ankara University, he also holds a Master's in Ancient Near Eastern Languages and Literature from Cornell University.

### **Course Contents**

- I. The Origins of Rome and Early History
- II. The Early Roman Republic
- III. The Late Republic and the Civil Wars
- IV. The Early Empire to the Crisis of the Third Century
- V. The Crisis of the Third Century, Diocletian and his Reforms
- VI. Constantine I and the Fourth Century
- VII. The Fifth Century
- VIII. Submission of Final Papers

### **Course Requirements**

This course is a graduate level course and requires both extensive reading and essay writing. The grade for the course is based on five (5) short essays (5 pages or 1250 words) and a final research paper (15 pages or 5000 words). The five short essays will be based on the questions following any five units of the student's choice. Students will choose the topic of the final research paper, however it must be approved by the instructor. See the section **Format for Research Papers** at the end of the syllabus for more information.

Final grades are based on the total of the grades for the short essays (10% each) and the final research paper (50%).

**Required Texts:** The following works are widely available in most bookstores, libraries or online (as noted).

Astin, A.E. et al (eds.). *The Cambridge Ancient History, Second Edition, Volume VIII, Rome and the Mediterranean to 133 B.C.* (Cambridge: Cambridge University Press, 1989).

Bowman, Alan K. et al (eds.). *The Cambridge Ancient History, Second Edition, Volume X, The Augustan Empire, 43 B.C – A.D. 69.* (Cambridge: Cambridge University Press, 1996).

\_\_\_\_\_. *The Cambridge Ancient History, Second Edition, Volume XI, The High Empire, A.D. 70-192.* (Cambridge: Cambridge University Press, 2000).

\_\_\_\_\_. *The Cambridge Ancient History, Second Edition, Volume XII, The Crisis of Empire, A.D. 193-337.* (Cambridge: Cambridge University Press, 2005).

Cameron, Averil and Peter Garnsey (eds.). \_\_\_\_\_. *The Cambridge Ancient History, Second Edition, Volume XIII, The Late Empire, A.D. 337-425.* (Cambridge: Cambridge University Press, 1998).

Cameron, Averil et al (eds.). \_\_\_\_\_. *The Cambridge Ancient History, Second Edition, Volume XIV, Late Antiquity: Empire and Successors, A.D. 425-600.* (Cambridge: Cambridge University Press, 2000).

Crook, J.A. et al (eds.). *The Cambridge Ancient History, Second Edition, Volume IX, The Last Age of the Roman Republic, 146-43 B.C.* (Cambridge: Cambridge University Press, 1992).

Dunstan, William E. *Ancient Rome* (Lanham, MD: Rowman & Littlefield Publishers Inc., 2011).

Forsythe, Gary. *A Critical History of Early Rome: From Prehistory to the First Punic War* (Berkeley: University of California Press, 2005).

Heather, Peter. *The Fall of the Roman Empire: A New History* (London: Pan Macmillan, 2005).

Walbank, F.W. et al (eds.). *The Cambridge Ancient History, Second Edition, Volume VII, Part 2, The Rise of Rome to 220 B.C.* (Cambridge: Cambridge University Press, 1989).

## **Unit 1 – The Origins of Rome and Early History**

### *Outline*

- The Geographic Setting

- The Origins of Rome
- Early Rome's Neighbors – The Greeks, Carthaginians, and Etruscans
- The Monarchy

### *Introduction*

The geographic location of Rome would not seem to be conducive to it becoming a major power, compared with the location of Carthage, for example, but it would prove to be quite advantageous. In addition, although Rome had humble beginnings, the Romans did have culturally and technologically more advanced neighbors from whom they borrowed much – the Greeks, the Etruscans and the Carthaginians. Although much of Rome's early history is in the form of myths and legends, it is clear that Rome was originally ruled by a series of kings, not all of whom were Romans. Eventually, the Romans would rise up and overthrow the monarchy and in its place establish a republic, thus beginning a long series of wars that would shape Rome's character and history, as well as provide the Romans with valuable lessons in military and political affairs.

### *Readings*

1. Dunstan, Chapter 1, pp. 1-18; Chapter 2, pp. 19-40.
2. Forsythe, Chapter 1, pp. 7-27; Chapter 2, pp. 28-58; Chapter 3, pp. 59-77; Chapter 4, pp. 78-124; Chapter 5, pp. 125-146.

### *Questions*

1. Which cultures influenced Rome in its early history and where can this influence be seen?
2. What were the reasons that Rome overthrew the monarchy?
3. How did Rome's geographic location influence its development?

## **Unit 2 – The Early Roman Republic**

### *Outline*

- The Institutions of the Republic
- Roman Culture
- Roman Expansion in Italy
- The Punic Wars

The First Punic War

The Second Punic War

The Third Punic War

### *Introduction*

With the establishment of the Roman Republic, Rome would begin an almost 250-year period of warfare. Initially, the Romans fought for their survival against neighboring peoples who sought to take advantage of the upheaval that accompanied the overthrow of the monarchy. Rome would succeed in defending itself, then embark on wars of expansion. As Rome conquered new territories the Romans were faced with new military and administrative problems related to these lands. By finding solutions for these the Romans gained experience that would prove invaluable in their future expansion. In addition, the wealth gained from these conquests began to change Roman culture in a number of areas. In 264 BCE Rome won their final victory over the Etruscans, making Rome master of almost all of Italy. From this point on if Rome wished to continue its expansion it would have to grow beyond Italy, and it would need to consider its main rival in the region, Carthage. Coincidentally, 264 BCE would also be the year that Rome and Carthage would clash for the first time. The First Punic War was one which not all Romans desired, but once started Rome pursued it with dogged determination over the years. When Rome emerged victorious, it gained possession of Sicily and had replaced Carthage as the major power in the western Mediterranean.

### *Readings*

1. Dunstan, Chapter 3, pp. 41-52; Chapter 4, pp. 53-63; Chapter 5, pp. 64-78; Chapter 6, pp. 79-90; Chapter 7, pp. 91-97; Chapter 8, pp. 98-112; Chapter 9, pp. 113-135.

2. Forsythe, Chapter 6, pp. 147-200; Chapter 7, pp. 201-233; Chapter 8, pp. 234-267; Chapter 9, pp. 268-323; Chapter 10, pp. 324-368.

3. *CAH, Volume 7, Part 2*, Chapter 11, pp. 486-569.

4. *CAH, Volume 8*, Chapter 3, pp. 44-80.

5. *CAH, Volume 9, Chapter 8b, pp. 274-309.*

### *Questions*

1. Discuss the system of government established under the Roman Republic – what were the different offices, how did the people in them get their position, why was this system of government established, and were there any changes made to the original system of government established in the Republic?

2. Discuss the wars Rome engaged in between the overthrow of the monarchy and 264 BCE. Why were these wars fought, what effect did they have on Rome, and for what reasons were they fought during this period? How did Rome treat the neighboring Italian cities?

3. What were the main factors that brought Rome and Carthage into conflict in the First Punic War? Militarily, what was Rome's weakness at the start of the war and how did Rome correct this problem? What was the outcome of the war for Rome? For Carthage?

## **Unit 3 – The Late Republic and the Civil Wars**

### *Outline*

- Changes in Roman society following the Punic Wars
- The Gracchi Brothers
- Marius and Sulla
- Pompei, Crassus and Julius Caesar
- Mark Antony and Octavian

### *Introduction*

The period beginning with the end of the Third Punic War and ending in 43 BCE was one of major changes in Rome. Although Rome continued its territorial expansion, these wars of conquest did not result in the vast wealth that earlier wars had brought in, putting many of Rome's poor in desperate straits. Combined with this was increased rivalry among powerful men, backed by the legions, to take the reins of power. This rivalry eventually led to rounds of civil war, the first of which was played out among Pompey, Crassus and Julius

Caesar. In wars that added vast new territories to Rome, carried out first by Pompey in the east and later by Caesar in the west, Pompey and Caesar were able to gain the support of generals and their legions to back them in their bids for leadership of Rome. Although Caesar would triumph over Pompey, he made powerful enemies in the process and created suspicion over his true motives. His enemies were able to assassinate Caesar, but his death only led to another round of civil war, this time between Mark Antony and Caesar's adopted son and heir, Octavian. Like Pompey and Julius Caesar, Mark Antony and Octavian were sometime allies, but always looking for the opportunity to eliminate their rival. When the final confrontation between the two took place, Octavian was the victor, but left with the problem of creating a strong government capable of ruling Rome's extensive territories, but one that would be acceptable to Rome's powerful classes.

### *Readings*

1. Dunstan, Chapter 10, pp. 136-150; Chapter 11, pp. 151-156; Chapter 12, pp. 157-182; Chapter 13, pp. 183-197; Chapter 14, pp. 198-219.

2. *CAH, Volume 9*, Chapter 10, pp. 368-423; Chapter 11, pp. 424-467; Chapter 12, pp. 468-490.

### *Questions*

1. Discuss the reforms of the Gracchi brothers – what were they, did they achieve the aims they were supposed to achieve, and why did they create such violent reaction against them by some sectors of society?

2. What was the cause of the rivalry between Pompey and Julius Caesar? How did each man attempt to strengthen his position? What actions did Caesar take after he came to power and why did they lead to his assassination?

## **Unit 4 – The Early Empire to the Crisis of the Third Century**

### *Outline*

- Augustus and the establishment of the Empire
- The Julio-Claudian Emperors
- The origin and spread of Christianity

## Introduction

After defeating Mark Antony, Octavian set about finding a way to legitimize his position and create a stable system of government capable of ruling Rome's expanding territory. By having the Senate "grant" him his powers Octavian gave them the legitimacy necessary to silence most of his critics. Now known as Augustus, he began to enact a series of governmental and economic reforms. The one issue in his system of government that was not completely settled was the matter of succession. Although he clearly wished his position to be passed on to someone in his family, his lack of a son and then the deaths of those he considered as possible heirs, forced him to eventually choose Tiberius, a more distant relation. Upon Augustus' death the transfer of power to Tiberius went smoothly, and in his turn Tiberius named two heirs. However, when Tiberius died the Senate named only one of Tiberius' designated heirs, Caligula, as emperor. When Caligula's abuse of his powers became intolerable, it was the Praetorian Guard that not only removed Caligula by assassinating him, but then designated his successor, Claudius, and forced the Senate to approve their choice. This set a dangerous precedent for military interference in the process of succession. Fortunately, Claudius turned out to be a capable ruler, but his choice of successor, Nero, would not be. Like Caligula, Nero would die violently. After Nero there was a struggle for the throne, but when Vespasian took power he would be the first of a series of competent emperors that would last until the last years of the 2nd century CE. It was during this period, the *Pax Romana*, that Rome reached its greatest territorial extent and the zenith of its wealth and power. As Rome moved into the 3rd century CE problems appeared, culminating in what became known as the Crisis of the Third Century.

## Readings

1. Dunstan, Chapter 15, pp. 220-241; Chapter 16, pp. 242-248; Chapter 17, pp. 249-276; Chapter 18, pp. 277-298; Chapter 19, pp. 299-309; Chapter 20, pp. 310-329; Chapter 21, pp. 330-343; Chapter 22, pp. 344-373; Chapter 23, pp. 374-393.

2. *CAH, Volume 10*, Chapter 4, pp. 147-197; Chapter 7, pp. 283-308; Chapter 11, pp. 371-396; Chapter 14d, pp. 737-781.

3. *CAH, Volume 11*, Chapter 8, pp. 293-319; Chapter 12, pp. 320-343; Chapter 22, pp. 664-678.

## Questions

1. Discuss the system of government established by Augustus, and why did Augustus succeed in becoming sole ruler of Rome while Julius Caesar lost his life attempting to do the same?

2. How did Christianity change from being a small Jewish cult to a religion that attracted non-Jews, and how was it then able to spread through the Roman Empire? Why were Christians viewed with suspicion by many Romans?

3. What are the basic tenets of Stoicism and why did Stoic philosophy gain numerous followers? Who were the main figures in Stoicism in this period?

## **Unit 5 – The Crisis of the Third Century, Diocletian and his Reforms**

### *Outline*

- The Severan Dynasty
- The Crisis of the Third Century
- The Reign of Diocletian and his Reforms

### *Introduction*

Between 235 and 284 CE, the Crisis of the Third Century, a total of twenty-six men, mostly generals, ruled all or part of the Roman Empire. Rome was wracked not only by intense political instability in this period, but Germanic incursions in the west and struggles with the Sasanians in the east, and an outbreak of plague in 251. The provinces of Gaul, Britain and Hispania broke away to form the Gallic Empire, while much of Mesopotamia, Syria-Palestine and Egypt came under the rule of Palmyra. The lowest point of the crisis was perhaps the defeat and capture of the emperor Valerian by the Sasanians in 260. With the reign of the emperor Aurelian (270-275 CE) Rome's fortunes began to improve. In 284 when Diocletian became emperor the worst of the crisis had passed, but it was clear to the new emperor that dramatic reforms in the empire's administration, finances and military were necessary to prevent another similar crisis. By dividing the empire into an eastern and western half, each with its own emperor and bureaucracy he hoped to make the administration of the empire more efficient. By providing each emperor (*Augustus*) with a junior emperor (*Caesar*) he hoped to end conflicts over succession. Other reforms were aimed at making tax-collection more equitable and predictable, and improving the empire's defenses while reducing the potential for generals to rebel. Although not entirely successful, Diocletian's reforms helped to stabilize the empire, allowing the western half to continue for over another century and a half, and the eastern half to survive into the 15th century.

### *Readings*

1. Dunstan, Chapter 24, pp. 394-411; Chapter 25, pp. 412-423; Chapter 26, pp. 424-442.

2. *CAH, Volume 12*, Chapter 1, pp. 1-27; Chapter 2, pp. 28-66; Chapter 3, pp. 67-89; Chapter 5, pp. 110-130; Chapter 6d, pp. 170-183; Chapter 13, pp. 440-460; Chapter 14, pp. 461-480.

### *Questions*

1. What were the causes of the Crisis of the Third Century and what were the main events during this crisis? Which emperors helped to bring the Roman Empire out of the crisis and how did they do so?

2. Discuss the reforms of the emperor Diocletian – in what areas were they carried out and what were they? Were they effective in accomplishing their intended aim? Why or why not?

## **Unit 6 – Constantine I and the Fourth Century**

### *Outline*

- Events after Diocletian
- Constantine I and his reign
- The Huns and the Goths
- The reign of Theodosius I

### *Introduction*

The 4th century would witness events as dramatic and important as the division of the empire under Diocletian at the end of the 3rd century. After an almost twenty-year struggle for power which revealed the weaknesses in Diocletian's system for succession, Constantine I became sole emperor in 324. A Christian since 312, Constantine I would begin the process of making the Roman Empire a Christian empire. After Constantine, with the sole exception of Julian the Apostate (361-363), all emperors would be Christian. In addition, by refounding the town of Byzantium in 324 as New Rome and designating it his capital, he shifted the empire's center of gravity eastward. Constantine's successors would face increasing problems in the latter part of the century with Goths who sought refuge in Roman territory from the depredations of the Huns. Rome's mishandling of the Goths would lead to disastrous consequences not only in the latter years of the 4th century, but well into the 5th century as well.

### *Readings*

1. Dunstan, Chapter 27, pp. 444-452; Chapter 28, pp. 453-468; Chapter 29, pp. 469-481; Chapter 30, pp. 482-512.

2. *CAH, Volume 13*, Chapter 1, pp. 1-43; Chapter 2, pp. 44-77; Chapter 3, pp. 78-110; Chapter 4, pp. 111-137; Chapter 8, pp. 238-276; Chapter 12, pp. 371-410; Chapter 16, pp. 487-508; Chapter 17, pp. 516-537; Chapter 19, pp. 561-600; Chapter 20, pp. 601-631; Chapter 21, pp. 632-664; Chapter 22, pp. 665-707.

### *Questions*

1. Discuss the significant events of the reign of Constantine I and how they changed the nature of the Roman Empire.

2. Discuss the effect of the Huns and Goths on the Roman Empire during the fourth century. What was the result Roman policy toward the Goths on the empire?

3. What did events between the resignation of Diocletian and Constantine I's becoming sole emperor reveal about Diocletian's political reforms?

## **Unit 7 – The Fifth Century**

### *Outline*

- Barbarian invasions and territorial loss in the west
- Economic and military decline
- The end of the Western Roman Empire
- Successor kingdoms in the west, continuity in the east

### *Introduction*

At the start of the 5th century it would have seemed unlikely that the Western Roman Empire would not survive beyond the end of the century. However, events soon began to indicate that the west was in a serious situation. Some time around 407 Roman legions withdrew from Britain, never to return. In 410 Rome itself would be sacked by the Visigoths who would then move on to establish their own kingdom in Spain. Later the

Vandals would move into North Africa to establish their kingdom, in the process denying Rome some of its most productive agricultural lands and the source of much of its grain supply. In the mid-5th century Attila would unite the Hunnic tribes and raid much of the western empire. Although his death in 453 ended this threat to the empire, struggles for the throne combined with the plotting of powerful Germanic generals combined to create severe political instability. In 476, when the Germanic leader Odoacer deposed the young emperor Romulus Augustus the Western Roman Empire came to an end. By the end of the 5th century most its territory would be under the rule of various Germanic peoples.

### *Readings*

1. Dunstan, Chapter 31, pp. 513-523.

2. *CAH, Volume 14*, Chapter 1, pp. 1-32; Chapter 2, pp. 33-62; Chapter 5, pp. 112-134; Chapter 6, pp. 135-163; Chapter 7, pp. 164-206; Chapter 8, pp. 207-237; Chapter 11, pp. 288-314; Chapter 25, pp. 745-780; Chapter 26, 781-810; Chapter 27, pp. 811-834.

3. Heather, Chapter 1, pp. 3-45; Chapter 2, pp. 46-99; Chapter 3, pp. 100-142; Chapter 5, pp. 191-250; Chapter 9, pp. 385-430; Chapter 10, pp. 431-459.

### *Questions*

1. What factors and events led to the collapse of the Western Roman Empire in 476? What, if anything, could the emperor in the east have done to prevent this?

2. Why did the Eastern Roman Empire survive the events of the fifth century, unlike the Western Roman Empire?

## **Unit 8 - Submission of Final Papers**

Completion and submission of the final research papers.

### **Format for Research Papers**

1. Minimum 5000 words or 15 pages in length.

2. Typed, double-spaced, 12 point Times New Roman or Palatino font; pages must be numbered.

3. A full bibliography at the end of the paper should be included. The bibliography should include a minimum of five (5) entries not including the class books.

4. Notes (endnotes or footnotes) indicating the sources used must be included. The following formats for notes are preferred:

Book:

Author/Editor, *Title* (Place of publication, publisher [optional], year), p(p).

Example:

Elton L. Daniel, *The History of Iran* (London: Greenwood Press, 2001), p.4.

Chapter in a Book:

Author, "Title of Chapter", in Editor (ed.), *Title* (Place of publication, publisher [optional], year), p(p).

Example:

Lazard, G. "The New Persian Language", in R.N. Frye (ed.), *The Cambridge History of Iran, Vol. IV: The Period from the Arab Invasion to the Saljuqs* (Cambridge, 1975), pp. 595-632.

Article:

Author, "Title of Article", *Name of Journal*, volume, number (date), p(p).

Example:

Otto J. Maenchen-Helfen, "Germanic and Hunnic Names of Iranian Origin", *Oriens*, vol. 10, no. 2 (1957), pp. 280-283.

**Late submission penalty**

A written assignment and final paper submitted later than the assigned date, without serious reasons for delay and without prior notification of the instructor about possible delay, will be graded  $\frac{3}{4}$  of its real "weight".

## Recommended / Optional Readings

Alston, Richard. *Aspects of Roman History, AD 14-117* (London: Routledge, 1998).

Beck, Roger. *The Religion of the Mithras Cult in the Roman Empire: Mysteries of the Unconquered Sun* (Oxford: Oxford University Press, 2006).

Bloom, James J. *The Jewish Revolts against Rome, A.D. 66-135: A Military Analysis* (Jefferson, NC: McFarland & Company, Inc., 2010).

Brown, Peter. *The Making of Late Antiquity* (Cambridge, MA: Harvard University Press, 1978).

\_\_\_\_\_. *Society and the Holy in Late Antiquity* (Berkeley: University of California Press, 1982).

Cameron, Averil. *The Mediterranean World in Late Antiquity AD 395-600* (London: Routledge, 1993).

Dignas, Beate and Engelbert Winter. *Rome and Persia in Late Antiquity: Neighbours and Rivals* (Cambridge: Cambridge University Press, 2007).

Gibbon, Edward. *The History of the Decline and Fall of the Roman Empire* (Numerous editions, 1776-1789).

Isaac, Benjamin. *The Limits of Empire: The Roman Army in the East* (Oxford: Clarendon Press, 1990).

McLaughlin, Raoul. *Rome and the Distant East: Trade Routes to the Ancient Lands of Arabia, India and China* (London: Continuum, 2010).

Orlin, Eric M. *Foreign Cults in Rome: Creating a Roman Empire* (Oxford: Oxford University Press, 2010).

Southern, Pat. *The Roman Army: A Social and Institutional History* (Santa Barbara, CA: ABC-CLIO, 2006).

Swain, Hilary and Mark Everson Davies. *Aspects of Roman History, 82 BC – AD 14: A Source Based Approach* (London: Routledge, 2010).

## Syllabus

### Learning Outcomes:

By the end of this course, students should be able to do the following:

1. Discuss the major developments and texts found in the subject of the course.
2. Identify unique theoretical underpinnings and influential thinkers in the course topic.
3. Analyze the relationship between historical texts and the particular social, cultural, and biographical contexts of their production.
4. Research and critically evaluate historical, social, cultural, or biographical criticism relevant to the analysis of specific events.
5. Use secondary sources and close reading skills to produce a substantive critical essay relating a one or more specific historical texts to the economic, social, cultural, or biographical contexts of its production.
6. Demonstrate a balanced perspective and a deepened understanding of the cultures, times, people, and situations that produce these works.
7. Write coherent historical arguments that explore the relationships of various concepts and texts, and which provide a clear synthesis.

### **Course Goals:**

1. To provide students with a broad perspective of approaches to world history and an understanding of the various ways in which they manifest themselves and to assess students' ability to express their perspectives through exams and essays.
2. To provide students with a deeper understanding of diverse historical and interdisciplinary traditions the course focus and to express this deepened understanding in written tests and a critical essay.
3. To provide an overview of historical analysis and interpretation methods and help students apply these skills in writing essay examinations and a critical essay.
4. To read widely and critically in a variety of historiographic and historical texts and to demonstrate the depth and breadth of this reading in essay examinations and a critical essay.
5. To do library research on a particular trend, event, concept, an individual theorist, or an issue in the area of history studies and to write a critical essay which incorporates this research.

### **Course Content:**

1. Historical events and texts that have been designated as being produced within the category of the course topic.
2. Discussion of the theoretical, social, cultural and biographical contexts in which those works were produced.
3. Historical movements in various periods.
4. Discussion of the historical issues and questions related to theoretical, social, cultural, and biographical approaches to the study of the course topic.
5. Key ideas about how to evaluate and interpret historical events, texts, and approaches.
6. Criticism and reflection upon political and economic systems as reflected in literature.
7. Discussion of the relevance of course readings to the understanding of contemporary global issues.
8. Critical analysis and interpretation of history.
9. Conducting scholarly research on and off-line.

### **Course Outline:**

For the detailed course outline, please see the study guide.

**Course Readings:**

The course readings for this course will be available through the Online Library, which will provide students access to selected journal articles, book chapters, and reference materials.

**Course Preparedness:**

This course is a history course which requires analysis, research, and writing. It assumes the mastery of prerequisite college-level skills in spelling, grammar, punctuation, paragraphing, and essay writing. It also assumes the ability to read and analyze literary texts. This course provides instruction in history and does not address remedial writing issues at the sentence, paragraph, or essay level. The California Department of Education "English-Language Arts Content Standards for California Public Schools" offers context for understanding the standard for writing at the college level. Students who do not meet the standards outlined in the "English-Language Arts Content Standards" will not pass this course.

In short, this course assumes that students already "write with a command of standard English conventions, write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument, and use clear research questions and creative and critical research strategies" (California Standards, Grades Nine and Ten). This course focuses on texts and analysis and requires college-level writing skills that exceed those required at the secondary level.

**Course Workload:**

In accordance with accreditation standards, requires approximately two hours of outside work for every contact hour. For a 3-hour course, there are 48 contact hours, plus a minimum of 96 hours outside work. For a sixteen-week course, students can expect to devote a minimum of 6 hours of independent study per week in order to complete the coursework.

**Grading Factors:****Discussion Board (20%)**

The Discussion Board provides the learner a place to respond to questions on the topic and to exchange ideas, reactions and analyses of the texts. Discussion questions concentrate on ideas, themes, and characters in literary works. There will be one question per week. Discussion Board questions will be responded to by all learners in the course and will be evaluated by the instructor. The Discussion Board is not available for OCW courses.

**Journal (20%)**

Your journal consists of your responses to questions in the Study Guide. These questions require you to reflect on the material and to write a one to two-paragraph response. At the end of the course, you will gather together all of your Study Guide responses and will turn them in as a final portfolio.

**Essay (20%)**

You will write an essay on one of the topics provided to you by your instructor in which you apply a critical paradigm from theorists or issues raised by the Study Guide questions. You

should start your paper with a succinct thesis statement, describe the critical paradigm and the text(s) being analyzed. Be sure to cite critical passages to demonstrate support for your argument.

Length: 1,000—1,500 words. Essay topics will be assigned by the instructor and will reflect material covered in the Study Guide and the readings.

### **Exam (40%)**

Students must complete the assignments, submit them, and take the proctored exam.

### **Definition of Grades:**

#### **Graduate Courses**

- A** Outstanding Achievement
- B** Commendable Achievement
- C** Marginal Achievement
- D** Unsatisfactory \*
- F** Failing \*

\* Students receiving this grade in a course that is required for his/her degree program must repeat the course.

- I Incomplete** A grade given at the discretion of the instructor when a student who has completed **at least two-thirds of the course class sessions** and is unable to complete the requirements of the course because of uncontrollable and unforeseen circumstances. The student must convey these circumstances (preferably in writing) to the instructor prior to the final day of the course. If an instructor decides that an "Incomplete" is warranted, the instructor must convey the conditions for removal of the "Incomplete" to the student in writing. A copy must also be placed on file with the Office of the Registrar until the "Incomplete" is removed or the time limit for removal has passed. An "Incomplete" is not assigned when the only way the student could make up the work would be to attend a major portion of the class when next offered.

An "I" that is not removed within the stipulated time becomes an "F." No grade points are assigned. The "F" is calculated in the grade point average.

- W Withdrawal** Signifies that a student has withdrawn from a course after beginning the third class session. **Students who wish to withdraw must notify their admissions advisor before the beginning of the sixth class session in the case of graduate courses, or before the seventh class session in the case of undergraduate courses.** Instructors are not authorized to issue a "W" grade.

### **Plagiarism:**

Plagiarism is the presentation of someone else's ideas or work as one's own. Students must give credit for any information that is not either the result of original research or common knowledge. If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. Students found

plagiarizing are subject to the penalties outlined in the Policies and Procedures section of the Catalog, which may include a failing grade for the work in question or for the entire course. The following is one of many websites that provide helpful information concerning plagiarism for both students and faculty:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

### **Ethics:**

Ethical behavior in the classroom is required of every student. The course will identify ethical policies and practices relevant to course topics.

### **Technology:**

Students are expected to be competent in using current technology appropriate for this discipline. Such technology may include word processing, spreadsheet, and presentation software. Use of the internet and e-mail may also be required.

### **Diversity:**

Learning to work with and value diversity is essential in every class. Students are expected to exhibit an appreciation for multinational and gender diversity in the classroom.

### **Civility:**

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other and for the instructor. Rules of classroom behavior (which apply to online as well as onsite courses) include but are not limited to the following:

- Conflicting opinions among members of a class are to be respected and responded to in a professional manner.
- Side conversations or other distracting behaviors are not to be engaged in during lectures, class discussions or presentations
- There are to be no offensive comments, language, or gestures

### **Students with Disabilities:**

Students seeking special accommodations due to a disability must submit an application with supporting documentation, as explained under this subject heading in the General Catalog. Instructors are required to provide such accommodations if they receive written notification from the University.

### **Writing Across the Curriculum:**

Students are expected to demonstrate writing skills in describing, analyzing and evaluating ideas and experiences. Written reports and research papers must follow specific standards regarding citations of an author's work within the text and references at the end of the paper. Students are encouraged to use the services of the University's Writing Center when preparing materials.

The following website provides information on APA, MLA, and other writing and citation styles that may be required for term papers.

**Online Library:**

Our Online Library supports academic rigor and student academic success by providing access to scholarly books and journals electronically.