

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

History and Military Studies Programs

HIST302
Ancient Rome
3 Credit Hours
8 Week Term

Prerequisite(s): None but HIST300 recommended

The course materials, assignments, learning outcomes, and expectations in upper level (300-400) undergraduate courses assume that you have completed lower level (100-200) History courses to develop content knowledge and skills necessary for research, writing, and critical thinking.

Students who have not fulfilled these requirements or awarded transfer credit should strongly consider completing these requirements prior to registering for upper level courses.

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Instructor Information

Instructor:
Email:
Phone:
Fax:
Office Hours:

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Course Description

This course will study the history of Ancient Roman civilization from the founding of the Republic in 735 BC to the fall of the Western Empire in 476 AD. Roman political, military and cultural events and personalities will be the focus of this course. Interaction and conflict with neighboring Mediterranean, western tribal, sophisticated eastern and later barbarian cultures will serve as the thematic core. The course will also examine the lasting impression and influence of Ancient Roman civilization on European and Western culture.

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Course Scope

This course will survey the history of ancient Rome from the founding of the city, ca. 753 B.C., through the end of the reign of Emperor Constantine the Great, A.D. 337. During the thousand years covered here, the Romans created a unified empire around the Mediterranean Sea that stretched from the borders of the Sahara desert in the south, to Scotland in the north, from the Atlantic coast of Morocco in the west, to the modern day country of Iraq. In this course, we will trace the history of Rome's rise to greatness from the early days of the Republic, through the establishment of the Principate, to the transformations of the later Empire.

We will see how it encountered, absorbed, and was influenced by the surrounding peoples. We will also examine how the characteristic institutions of Roman life emerged, and how they shaped the lives both of the elites and of the common people. This course will also focus on limitations to Roman power and various types of challenges (military, cultural, and religious) to the hegemony of the Roman state. Finally, we shall try to understand the process of the development of a distinctive Roman culture, from the creation of new forms of literature (like satire) to the gladiatorial arena, and the ways in which this culture contributed to a typical Roman social order.

In addition, Roman political organization, legal thought, language, letters, and art still permeate Western cultures, and to make a study of Roman society and its institutions especially relevant for Americans, whose republic might be considered the single most successful, after that of Ancient Rome's

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Course Objectives

Students should be able to:

CO-1: Describe and assess the causes, consequences, and phases of Rome's economic development from its earliest period through the reign of Constantine.

CO-2: Outline and describe the events associated with the evolution of the Roman political system and governmental institutions from their earliest origins through the Empire period (337 AD).

CO-3: Identify the central events and issues concerning the development of Roman society and culture from its founding to 337 AD.

CO-4: Outline and describe the evolution of Roman foreign policy, and account for its attitude toward world affairs.

CO-5: Analyze and describe in writing the causes, events, and consequences associated with the fall of the Roman Republic.

CO-6: Analyze and describe in writing the causes and events associated with the fall of the Roman Empire.

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Course Delivery Method

This course delivery is via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper course materials and access to an online learning management system are available to you. Course materials and access to an online learning management system are available to each student. Assignments for this class include quizzes / exams (both non-proctored), written assignments, and discussion boards.

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In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor during posted office hours.

You are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

All written assignments are due by the last day of each week and are posted in your student folder and associated with the assignment. Do not copy and paste any written assignment into the assignment section. When the assignment is ready for your instructor to grade, you must select the box "Submit for Grading" and then submit the assignment. **Instructors at APUS do not search through student folders to find the assignments.**

All Discussion Board postings occur in the discussion board and specific due dates are in the Course Outline section of this syllabus. Do not place your discussion board answers in your student folder. Your instructor will only grade the discussion board postings from the discussion board. Each week you will be required to respond to one of the original questions in a well thought out answer of at least 250 words. You will then be required to respond to at least four student postings. These responses must be detailed, address some point that the student brought up in their original post and be thoughtful. Full points will not be given for cursory answers and agreements.

The Research Paper must be 8-10 pages long not including your citations (footnotes or endnotes in Chicago/Turabian Style) and bibliography. It will be a research paper covering a topic that interests you from the Roman period. You must research your topic and present the information in a detailed manner. Since this is an upper division course you should develop a scholarly paper that is more than a general report of a person or event. Your thesis should pose an argument that your research will then support. You should use the standard format of a cover sheet, 12-point font, 1 inch margins and double spacing.

The short paper will be 2-3 pages and cover a topic that will be provided for you by your instructor. You must use proper citation formatting and a bibliography.

All assignments are due as posted in the syllabus. I will accept late assignments with a penalty. Assignments 1 week late are deducted 25 percent of the grade. Two weeks results in a deduction of 50 percent. Anything later than that will receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.

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Course Materials

Required Text:

- Dunstan, William E. *Ancient Rome*. Lanham: Rowman and Littlefield, 2011.

Access can be found in the course guide under the ereserves tab

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<http://apus.campusguides.com/HIST302>

Recommended References

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 7th Edition. Chicago: University of Chicago Press, 2007. *Purchase Optional*.
- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007

Web-Based Readings

Optional readings found in the course guide under reserves

<http://apus.campusguides.com/HIST302>

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional [University of Chicago Style Manual and its Turabian offshoot](#). Citations will follow traditional footnote / endnote attribution. **Do not use parenthetical (APA / MLA) variations. Students in History and Military Studies classes cannot use Wikipedia or encyclopedias – this includes online encyclopedias.**

Recommended References:

The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf). **NOTE - The classroom only supports .doc, .docx, and .rtf files.** Please visit Adobe for a free copy of [Adobe Reader](#).

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Evaluation Procedures

This course requires weekly readings. You will be required to analyze, reflect on and evaluate the various readings. All assignments will be due no later than midnight EST on the Sunday of that week. Late submissions will be penalized in accordance with the History program policy (see above and in the course materials section) unless alternative arrangements have been made with me beforehand. In addition, all papers should be spell-checked and double spaced in Times New Roman 12-point font. They must also have 1-inch margins - top, bottom, and sides. All written assignments should be uploaded into the student folder in the electronic classroom.

Here is the breakdown for how your grade will be calculated. For further details on the assignments, please see the “Assignment Descriptions” section of the Introductory Packet.

Grade	Points	Percent of final grade
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instruments		
Short Paper	15	15
Weekly Discussion Boards (6x100 points each)	30	30
Research paper	25	25
Research Paper Boards	10	10
Final exam	20	20
TOTAL	100	100

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Grading Scale

Please see the [Student Handbook](#) (click here) to reference the University's grading scale.

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Course Outline

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
-				
1	Prehistoric and Early Rome		Dunstan Intro-Chapter 3 Ancient Rome Suggested readings Ereserve text Etruscans Livy, Volume I Twelve Tables	Do all the readings. Post an introduction in the Week 1 Forum. Be sure to follow the guidelines set forth by the Dean for first week introductions. Begin considering a research topic.
2	Conquest of the Mediterranean and the Punic Wars		Dunstan Chapter 3-9 Ancient Rome Suggested readings Ereserve text Polybius: Rome at the end of the Punic Wars Character of	Do all the readings. Post in the Week 2 Forum by Friday at 11:59PM Eastern Standard Time. Respond to at least four other students by Sunday at 11:59PM EST.

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			Hannibal Third Punic War Battle of Cannae	Post a potential research topic in the Research Paper Forum.
3	The Late Republic and the Civil Wars		Dunstan Chapters 10-14 Ancient Rome Suggested Readings Ereserve Tacitus: Boudicca Caesar in Britain Appian: Civil Wars Plutarch: Tiberius Gracchus Plutarch: Tiberius Plutarch: Sylla Plutarch: Caius Marius Plutarch: Pompey Plutarch: Crassus Plutarch: Caesar Plutarch: Cicero Plutarch: Marc Antony Plutarch: The Assassination of	Do all the readings. Post in the Week 3 Forum by Friday at 11:59PM Eastern Standard Time. Respond to at least four other students by Sunday at 11:59PM EST. Post a Research Update in the Research Paper Forum.

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			Caesar	
4	Augustus and the move towards Empire		Dunstan Chapters 15-17 Ancient Rome Suggested Readings	Do all the readings. Post in discussion board week 4 by Friday at 11:59PM Eastern Standard Time. Respond to at least four other students by Sunday at 11:59PM EST. Submit the Short Paper on the Roman Republic. Post a preliminary bibliography in the Research Paper Forum.
5	Julio-Claudians through the Five Good Emperors		Dunstan Chapters 18-23 Ancient Rome Suggested Readings Suetonius Dio Cassius: Fire of Rome Tacitus: Vespasian Letters from Roman Soldiers	Do all the readings. Post in discussion board week 5 by Friday at 11:59PM Eastern Standard Time. Respond to at least four other students by Sunday at 11:59PM EST. Post a research paper update in the Research Paper Forum.
6	Military Anarchy, the Third Century Crisis and Reorganization		Dunstan Chapters 24-27 Ancient Rome Suggested	Do all the readings. Post in discussion board week 6 by Friday at

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			Readings	11:59PM Eastern Standard Time. Respond to at least four other students by Sunday at 11:59PM EST. Post an outline and your thesis statement in the Research Paper Discussion Board.
7	The Rise of Christianity		Dunstan Chapters 28-30 Ancient Rome Roman State Religion Religious Toleration Personal Piety in Rome	Do all the readings. Post in discussion board week 7 by Friday at 11:59PM Eastern Standard Time. Respond to at least four other students by Sunday at 11:59PM EST. Submit a revised and edited final copy of your Research Paper. Include citations, a bibliography and a cover sheet.
8	The Fall of the Empire		Dunstan Chapter 31 Ancient Rome	Do all the readings. Submit Final Exam. Post in the Week 8 discussion board.

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

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[Drop/Withdrawal Policy](#)
[Plagiarism Policy](#)
[Extension Process and Policy](#)

WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. The format is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the Chicago Manual of Style guidelines. The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. **Please review the Course Assignment Policy within the Course Materials section of the classroom for more information.**

DISABILITY ACCOMMODATIONS

This institution complies with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act, and state and local requirements regarding students with disabilities. In compliance with federal and state regulations, reasonable accommodations are provided to qualified students with disabilities.

A request for accommodation is deemed reasonable if the request:

- is based on documented individual needs.
- does not compromise essential requirements of a course or program.
- does not impose an undue financial or administrative burden upon APUS.

A qualified student can, with or without reasonable accommodations, perform the essential functions of program or course requirements. The essential requirements of an academic course or program need not be modified to accommodate an individual with a disability.

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Final responsibility for selection of the most appropriate accommodation rests with the University's Disability Support Services Committee and is determined on an individual case-by-case basis, based on the nature of the student's disability. Students are encouraged email registrar@apus.edu to discuss potential academic accommodations and begin the review process. It is the student's responsibility to:

- follow the accommodation procedure outlined in this section,
- identify the disability to the staff and/or faculty of the university,
- provide (and incur expense for) current appropriate documentation of disability and accommodation needed from a qualified medical or other licensed professional, and
- request specific accommodations or services.

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :) , ☺

DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

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Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

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- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

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Selected Bibliography

The Le Glay text has an excellent bibliography on pages 551-565. This should be your first stop for any secondary sources for your research papers.

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