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AP - 8/28/12
Info - 9/11/12

Undergraduate Distance Education Review Form
(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: HIST 197 Explorations in European History

Instructor(s) of Record: R. Scott Moore

Phone: 7-2284

Email: rsmoore@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Moore has been using WebCT/Moodle/D2L in his classes for the last 10 years and its use in his classes has become an important element in all of his classes. In addition, Dr. Moore has used other technologies in his classes, such as Second Life, Adobe Connect Pro, threaded discussions, podcasts, and webcasts. He developed the online version of History 195 in 2009 and has taught it 7 times since then. In addition, he has attended several online training sessions, including the "Clinics to assist in Online Course Development (12/17/2009) and the Creating Effective Online Instruction Seminar (5/10-5/14/2010). His interest in technology influences both the way he teaches, and the way he conducts research.

As for discipline qualifications, Dr. Moore received his Ph.D. in history from The Ohio State University in 2000 in ancient history and has taught numerous classes at IUP in various fields – Ancient Greece, Ancient Rome, Byzantine, Medieval, and Western Civilization.

2. How will each objective in the course be met using distance education technologies?
Objectives from original History 197 Syllabus of Record:

Objective 1: Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of Europe's past.

This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university's course management system, reading corresponding chapters in their textbook, viewing online readings in the university's course management system, and participating in threaded discussions guided by instructor constructed questions based on primary source materials. The students will demonstrate their understanding of this objective through their performance on unit exams.

Objective 2: Identify important themes in European history.

This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university's course management system, reading corresponding chapters in their textbook, viewing online readings in the university's course management system, and participating in threaded discussions guided by instructor constructed questions based on primary source materials. The students will demonstrate their understanding of this objective through their performance on unit exams.

Objective (3): Explain conflicting interpretations of European history.

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Liberal Studies

This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university's course management system, reading corresponding chapters in their textbook, viewing online readings in the university's course management system, and participating in threaded discussions guided by instructor constructed questions based on primary source materials. The students will demonstrate their understanding of this objective through their performance on unit exams.

Objective 4: Integrate analyses of race, ethnicity, class, and gender into the historical narrative about the Europe.

This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university's course management system, reading corresponding chapters in their textbook, viewing online readings in the university's course management system, and participating in threaded discussions guided by instructor constructed questions based on primary source materials. The students will demonstrate their understanding of this objective through their performance on unit exams and in their group project.

Objective 5: Place historical developments in Europe within a larger global context.

This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university's course management system, reading corresponding chapters in their textbook, viewing online readings in the university's course management system, and participating in threaded discussions guided by instructor constructed questions based on primary source materials. The students will demonstrate their understanding of this objective through their performance on unit exams and in their short paper.

Objective 6: Read and analyze historical texts.

This will be met through several ways. The students will read a variety of primary sources online (readings, images, videos) in the university's course management system and will participate in a weekly threaded discussion on these primary sources. They will also complete an internet research assignment designed to demonstrate an understanding of how to conduct historical research online.

Objective 7: Develop skills in chronological thinking and historical analysis.

This objective will be met through the students reviewing PowerPoint presentations with accompanying audio on the university's course management system, reading corresponding chapters in their textbook, viewing online readings in the university's course management system, and participating in threaded discussions guided by instructor constructed questions based on primary source materials. The students will demonstrate their understanding of this objective through their performance on unit exams and in their group project.

3. How will instructor-student and student-student, if applicable, interaction take place?

Instructor-student interaction will take place:

- 1) Posting and answering messages in the university's course management system general question discussion area;
- 2) Answering emails from students;
- 3) Sending out group notices in university's course management system or through email about class management issues;
- 4) At the end of each week, I will send out an email summarizing the week's threaded discussion and adding my thoughts to the discussion;

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gary A. Bailey, asst. chair 4/18/12
4-18-12
Signature of Department Designee Date

Endorsed:

Amm 8/05/12
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail Schriest 8/29/12
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

George W. Stemen 9/5/12
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

- 5) When I grade the online exams in the university's course management system I will be able to provide feedback since each question has a box for the instructor to include feedback to the student if they desire;
- 6) Each small group will send me a rough draft of their group project and I will provide feedback to them based on the criteria for the assignment;
- 7) Through the gradebook function in the university's course management system which will provide feedback to the students on their discussions, online exams, internet assignment, and group project.

Student-student interaction will take place in several ways:

- 1) Each week the students will participate in a threaded discussion that requires both an original posting and responses to other student postings;
 - 2) They will also participate in a group project that creates a wikipege on a historical project. They will be graded by the instructor on the accuracy of their final submission, as well as by the other group members for their participation.
4. How will student achievement be evaluated? Student achievement will be evaluated through:
- 1) the quality of student posts on the weekly discussion questions based on the scoring rubric;
 - 2) their scores on four online unit exams administered in the university's course management system;
 - 3) their score on an internet assignment
 - 4) their score on a small group project which includes peer assessment from the other members of the small group
 - 5) successful completion (90% or higher) of the syllabus and academic integrity quizzes
5. How will academic honesty for tests and assignments be addressed? Academic honesty will be addressed in several ways. First, the students will be asked to read a document explaining academic honesty and plagiarism. Then they will be required to take an online quiz on the material until they achieve a score of 90%.

For the exams, several steps will be taken to address academic integrity:

- 1) Question sets will be used to randomize exams so that each student will be presented with a unique test which makes it very difficult to collaborate with other students during the exam. It also deters students from copying their question set and passing it along to their peers who may not have started the exam yet;
- 2) Multiple choice questions will have their answer order randomized to make it more difficult for students to share answers if they are presented with the same question;
- 3) A strict time limit for each exam will be established to prevent students from looking up answers;
- 4) All students will have to take the exams at the exact same time to prevent sharing of questions;
- 5) Students will be made aware that their activities in the university's course management system are saved in a log file and that the instructor has access to that file, and this will prevent students from blaming their computer for questions they did not answer.

Finally, for the group project, the completed group project will be submitted to Turnitin.com to ensure that it was not plagiarized from online sources.

- B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

SYLLABUS OF RECORD

I. Catalog Description

| | |
|---|---------------|
| HIST 197 Explorations in European History | 3 class hours |
| | 0 lab hour |
| Prerequisite: None | 3 credits |
| | (3c-0l-3cr) |

Interprets and analyzes the development of European History through the development of a chronological survey in a historical era or a topical theme central to European History. Examines, where appropriate, the intersection of race and ethnicity, gender and class. Emphasizes the recognition of historical patterns, the interconnectedness of historical events, and the incorporation of various sub-fields in the discipline of history.

II. Course Outcomes:

Objective 1:

Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of Europe's past.

Expected Student Learning Outcomes 1 and 2

Informed and Empowered Learners

Required History Content

- Examine several different aspects of history and their inter-relationships.

Rationale:

Assignments will require students to have a level of knowledge about political, economic, social, and international developments in European history. They will also engage students in examining the complexities of causation and effect in historical developments. (EUSLO 1)
Assignments will also require students to make judgments about developments in European history based on their knowledge about political, economic, social and international events in the nation's past. (EUSLO2)

Objective 2:

Identify important themes in European history.

Expected Student Learning Outcomes 1

Informed Learners

Required History Content

- Treats concepts, themes, and events in sufficient depth to enable students to appreciate the complexity of what is being studied, and not be merely cursory coverage of lists of topics.

Rationale:

Assignments will require students to evaluate developments in European history over time in order to identify recurring themes. (EUSLO 1)

Objective (3):

Explain conflicting interpretations of European history.

Expected Student Learning Outcomes 1 and 2

Informed and Empowered Learners

Required History Content

- Suggest major intellectual questions/problems which interest practitioners of the discipline and explore more critically important theories and principles presented by the discipline.
- Make students aware of various and sometimes contradictory historical interpretations.

Rationale:

Assignments will require students to demonstrate their understanding and knowledge of different interpretations of European history. (EUSLO 1)

Assignments will require students to apply critical thinking skills in order to evaluate different interpretations of European history. (EUSLO 2)

Objective 4:

Integrate analyses of race, ethnicity, class, and gender into the historical narrative about the Europe.

Expected Student Learning Outcomes 1, 2, and 3

Informed, Empowered, and Responsible Learners

Rationale:

Assignments will require students to show their knowledge about how racial and ethnic backgrounds, socioeconomic status, sex and sexual orientation have shaped the experiences of individuals and groups in European history. (EUSLO 1)

Assignments will require students to synthesize information about working people, men, women, and ethnic minorities in order to make judgments about how their experiences have changed over time. (EUSLO 2)

Assignments will engage students in assessing how the ethical and behavioral consequences of certain decisions and actions. They will engage the students in developing respect for the identities, histories and cultures of others. (EUSLO 3)

Objective 5:

Place historical developments in Europe within a larger global context.

Expected Student Learning Outcomes 1 and 2

Informed and Responsible Learners

Rationale:

Assignments will require students to examine how developments in European history fit within a larger global context. (EUSLO 1)

Assignments will engage students in examining how European history is shaped by the histories of other peoples and other lands as well as domestic developments that take place within European society. (EUSLO 3)

Objective 6:

Read and analyze historical texts.

Expected Student Learning Outcomes 2 and 3

Empowered and Responsible Learners

Required History Content

- Facilitate students' ability to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.

Rationale:

Assignments will engage students in interpreting and analyzing textual, visual, and electronically-mediated historical texts. (EUSLO 2)

Assignments will prompt students to read and analyze historical texts in an intellectually honest manner. (EUSLO 3)

Objective 7:

Develop skills in chronological thinking and historical analysis.

Expected Student Learning Outcome 2

Empowered Learner

Required History Content

- Facilitate students' ability to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Develop students' historical consciousness.
- Enable students to perceive contemporary experiences in historical perspective.

Rationale:

Assignments will require students to analyze developments in European history from a historian's viewpoint. They will engage students in examining the conditions that prompt change and continuity. (EUSLO 2)

III. Course Outline

- | | |
|--|-----------|
| 1. The Greek Bronze Age | (3 hours) |
| A. Sir Arthur Evans | |
| B. Palaces and Redistribution | |
| C. Heinrich Schliemann | |
| D. Mycenaeans | |
| 2. The Greek Archaic Period | (2 hours) |
| A. Hoplite Revolution and Political Consequences | |
| B. Tyranny | |
| C. Rise of the Polis | |
| 3. Sparta | (3 hours) |
| A. Lycurgus and the Creation of the Military State | |
| B. Conquest and Enslavement of the Messenians | |
| C. Creation of the Peloponnesian League | |
| Exam 1 | (1 hour) |

4. Persia (2 hours)
- A. Rise of Persia
 - B. Persian Religion and Politics
 - C. The Greco-Persian Wars
 - D. 3 Battles that changed the Greek World - Marathon, Thermopylae and Salamis
5. Athens (3 hours)
- A. Draco and his laws
 - B. Solon and the Creation of Democracy
 - C. Cultural Explosion – History, Philosophy, Theater, Architecture, and Art
 - D. Delian League or Athenian Empire?
6. The Peloponnesian War (3 hours)
- A. Athens vs. Sparta
 - B. The Rise of Leagues
 - C. Federalism
7. The Rise of Macedonia (3 hours)
- A. Philip I
 - B. Alexander the Great and his journeys
 - C. The Hellenistic Age and the coming of Rome
- Exam 2 (1 hour)
8. The Founding of Rome (2 hours)
- A. Romulus vs. Aeneas
 - B. Etruscans
 - C. The Kings of Rome
9. The Early Roman Republic (3 hours)
- A. Struggle of the Orders
 - B. Roman Expansion
 - C. Hannibal and the Punic Wars
10. The Roman Republic (3 hours)
- A. Sulla
 - B. Cicero
 - C. Julius Caesar
11. Octavian/Augustus (3 hours)
- A. The establishment of the Principate
 - B. The *Pax Romana*
 - C. The *Res Gestae*
- Exam 3 (1 hour)
12. The Early Roman Empire (3 hours)
- A. Bread and Circuses
 - B. Gladiators
 - C. The 5 Good Emperors
13. The Late Roman Empire (3 hours)
- A. The Crisis of the 3rd Century
 - B. The Rise of Christianity
 - C. Life in the Provinces

14. Late Antiquity (3 hours)
A. Diocletian
B. Constantine
C. The Fall of Rome

Exam 4 during Finals Week (2 hours)

IV. Evaluation Methods

1) Four Exams during the semester - (40%)

During the course of the semester three exams will be administered and a fourth will be given during exam week. These exams will consist of a variety of test questions (short answer, fill in the blanks, multiple choice, and essay)

2) Internet Project - (10%)

The students will submit a short written paper detailing internet resources (journals, websites, and databases) on a historical topic from the class of their choice.

3) Threaded Discussions – (20%)

The students will post short written responses to questions posed to them about their supplemental readings and then will submit additional responses to their classmates' original posts.

4) Written Individual Work – (10%)

The students will submit one page written responses to primary source documents/site plans/archaeological artifacts/artwork examined in class.

5) Written Group Work – (20%)

The students will work as group to compose short written responses to primary source documents distributed and discussed in class.

V. Grading Scale

A: 90% and above B: 80 - 89% C: 70-79% D: 60 - 69% F: Less than 60%

VI. Attendance Policy

Students are strongly encouraged to attend class. Individual faculty members may develop their own policies that comply with the university attendance policy.

VII. Required textbooks, supplemental books and readings

Textbook: Thomas Cahill, *Sailing the Wine-Dark Sea: Why the Greeks Matter*, 2004.

Textbook: Margaret Malamud, *Ancient Rome and Modern America*, 2008

Supplemental Reading: Plutarch, *Greek and Roman Lives*, 1992.

VIII. Special resource requirements

None.

IX. Bibliography

Greece

- Boardman, et al., *The Oxford History of Greece and the Hellenistic World*. (Oxford, 2002).
- Boedeker and Raaflaub, eds. *Democracy, empire, and the arts in fifth-century Athens*. (Cambridge, MA, 1998).
- Brock and Hodkinson, eds. *Alternatives to Athens. Varieties of Political Organization and Community in Ancient Greece* (Oxford, 2000).
- Cartledge, *Ancient Greece: A History in Eleven Cities*. (Oxford, 2010).
- Cohen, *Law, Sexuality, and Society* (Cambridge, 1991).
- Fisher and van Wees, eds. *Archaic Greece: new approaches* (London, 1998).
- Hansen, *Athenian Democracy in the Age of Demosthenes* (Oxford, 1991).
- Hodkinson and Powell, eds. *Sparta: New Perspectives* (London, 1999).
- Hornblower, *The Greek World 479-323 B.C.* (London, 2002).
- Hunter, *Policing Athens. Social Control in the Attic Lawsuits, 420-320 B.C.* (Princeton, 1994).
- Loraux. *The Children of Athena: Athenian ideas about citizenship and the division between the sexes* (Princeton, 1993).
- Malkin, *Religion and colonization in ancient Greece* (Leiden, 1987).
- Marinatos and Hägg, eds. *Greek sanctuaries: new approaches* (London, 1993).
- Marincola, *Greek Historians* (Oxford, 2001).
- Morgan, *Early Greek states beyond the polis* (London, 2003).
- Morrison and Coates, *The Athenian Trireme* (Cambridge, 1986).
- Murray and Price, eds. *The Greek City from Homer to Alexander*. (Oxford, 1990).
- Ober and Hedrick, eds. *Demokratia* (Princeton, 1996).
- Ober, *Mass and Elite in Democratic Athens: Rhetoric, Ideology, and the Power of the People* (Princeton, 1989).
- Osborne, *Classical Greece, 500-323 B.C.* (Oxford, 2000).
- Osborne, *Greece in the making: 1200-479 B.C.* (London 1996).
- Pollitt, *Art and Experience in Classical Greece* (New Haven, 1972).

Powell, *Athens and Sparta: Constructing Political and Social History from 478 B.C.* (London, 1988).

Shipley, *The Greek World after Alexander, 323-30 B.C.* (London, 1999).

Snodgrass, *Archaic Greece: the age of experiment* (London, 1980).

Strauss, *Athens after the Peloponnesian War: Class, Faction, and Policy, 403-386 B.C.* (London, 1989).

Thomas, *Herodotus in Context: ethnography, science and the art of persuasion* (Cambridge 2000).

Todd, *The Shape of Athenian Law* (Oxford, 1993).

Wallace, *The Areopagus Council to 307 B.C.* (Baltimore, 1989).

Rome

Alcock, *Graecia Capta: The Landscapes of Roman Greece* (Cambridge, 1993).

Baker, *Ancient Rome: The Rise and Fall of an Empire* (London, 2007).

Barnes, *Constantine and Eusebius* (Cambridge, 1981).

Beard and North, *Pagan Priests: Religion and Power in the Ancient World* (Ithaca, 1990).

Beard, Price, and North *Religions of Rome, vol. 1. A History* (Cambridge, 1998).

Birley, *The Roman Army Papers, 1929-1986* (Amsterdam, 1986).

Borkowski, *A Textbook of Roman Law* (London, 1994).

Bowersock, *Hellenism in Late Antiquity* (Ann Arbor, 1990).

Bowman, *Egypt After the Pharaohs* (Berkeley, 1986).

Bradley, *Slaves and Masters in the Roman Empire* (Oxford, 1987).

Brown, *The World of Late Antiquity* (London, 1981).

Brunt, *Roman Imperial Themes* (Oxford, 1990).

Cameron, *The Mediterranean World in Late Antiquity* (London, 1993).

Campbell *The Emperor and the Roman Army, 31 BC-AD235* (Oxford, 1984).

Champlin, *Final Judgments: Duty and Emotion in Roman Wills, 200 B.C.-A.D. 250* (Princeton, 1989).

Croix, *The Class Struggle in the Ancient Greek World* (Ithaca, 1981).

Crook, *Legal Advocacy in the Roman World* (Ithaca, 1995).

Duncan Jones *The Economy of the Roman Empire* (Cambridge, 1974).

Elton, *Warfare in Roman Europe, AD 350-425* (Oxford, 1996).

Forsythe, *A Critical History of Early Rome* (Berkeley, 2005).

Fowden, *From Empire to Commonwealth* (Princeton, 1994).

Fox, *Pagans and Christians* (New York, 1986).

Frend, *The Rise of Christianity* (Philadelphia, 1984).

Gabba, *Republican Rome, the Army, and the Allies* (Berkeley, 1976).

Garnsey and Saller, *The Roman Empire. Economy, Society and Culture* (Berkeley, 1987).

Garnsey, *Famine and Food Supply in the Greco Roman World* (Cambridge, 1988).

Goldsworthy, *How Rome Fell: Death of a Superpower* (New Haven, 2009).

Goldsworthy, *The Roman army at war, 100 BC-AD 200* (Oxford, 1996).

Gruen, *Culture and National Identity in Republican Rome* (Ithaca, 1992).

Gruen, E. *The Hellenistic World and the Coming of Rome* (Berkeley, 1984).

Harris, *Ancient Literacy* (Cambridge, 1989).

Heather, *Goths and Romans 332-489* (Oxford, 1991).

Hopkins, *Conquerors and Slaves* (Cambridge, 1977).

Kaster, *Guardians of Language* (Berkeley, 1988).

Keppie, *The Making of the Roman Army: From Republic to Empire* (Totowa, 1984).

Matthews, *The Roman Empire of Ammianus* (Baltimore, 1989).

Mattingly, *Tripolitania* (Ann Arbor, 1994).

Millar, *The Roman Near East 31 BC - AD 337* (Cambridge, 1993).

Mitchell, *Anatolia* (Oxford, 1993).

- Potter, *Ancient Rome: A New History* (London, 2009).
- Price, *Rituals and Power: The Roman Imperial Cult in Asia Minor* (Cambridge, 1984).
- Rawson, *Roman Culture and Society* (Oxford, 1991)
- Saller, *Patriarchy, Property, and Death in the Roman Family* (Cambridge, 1994).
- Salway, *The Oxford Illustrated History of Roman Britain* (Oxford, 1994).
- Speidel, *Roman Army Studies* (Amsterdam, 1984).
- Stambaugh, *The Ancient Roman City* (Baltimore, 1988).
- Treggiari, *Roman Marriage* (Oxford, 1991).
- Turcan, *The Cults of the Roman Empire* (Oxford, 1996).
- Veyne, *Bread and Circuses* (London, 1990).
- Wallace-Hadrill, *Houses and Society in Pompeii and Herculaneum* (Princeton, 1994).
- Ward, Heichelheim and Yeo *A History of the Roman People*, 3rd ed. (Upper Saddle River, 1998),
- Watson, *International Law in Archaic Rome: War and Religion* (Baltimore, 1993).
- Whittaker, *Frontiers of the Roman Empire* (Baltimore, 1994).
- Woolf, *Becoming Roman. The Origins of Provincial Civilization in Gaul* (Cambridge, 1998).

Course Analysis Questionnaire

A. Details of the Course

- A1. This course is designed to fulfill the Humanities: History course in the Liberal Studies program. It is specifically targeted for non-majors.
- A2. The proposed slate of new courses, HIST 196 – Explorations in American History, HIST 197 – Explorations in European History, and HIST 198 – Explorations in Global History are proposed as a substitute for the current university-wide HIST 195 – History of the Modern Era course. It, therefore, affects the liberal studies requirements of every program.
- A3. This course has not been offered in its proposed form.
- A4. This course is not intended to be dual level.
- A5. This course is not to be taken for variable credit.
- A6. Most universities include some liberal studies course that promotes historical awareness and analysis.
- A7. No professional society, accrediting authority, law or other external agency recommends or requires the content or skills of this proposed course.

B. Interdisciplinary Implications

- B1. The department is not considering a team-teaching approach at this time.
- B2. The content of this course does not overlap with any other at the University.
- B3. This course is not cross-listed.
- B4. Seats in this course will not be made available to students in the School of Continuing Education.

C. Implementation

- C1. Faculty resources for the slate of new classes (HIST 196, 197, 198) are as adequate as they are for the existing HIST 195 class, which they are meant to replace.
- C2. Other resources:
 - a. Current space allocations are adequate to offer this course.
 - b. No special equipment is needed for this course.
 - c. No laboratory supplies are necessary for this course.
 - d. Library holdings are as adequate as they are for HIST 195.
 - e. No Travel Funds are necessary.
- C3. No grant funds are necessary.

- C4. This course will be offered every semester.
- C5. The combination of HIST 196, 197, and 198 will amount to the same number of courses offered as HIST 195.
- C6. We envision these classes as large lecture-style classes as has been the case with HIST 195 in the past. As in the past, the ultimate class size was determined by student enrollment and by the Dean. We anticipate an enrollment of at least 60-70 students.
- C7. No professional society recommends enrollment limits or parameters for this course.
- C8. This course does not involve the use of distance education.

D. Miscellaneous

No additional information.

Liberal Studies Course Approval General Information

1. As this is a multiple-section, multiple-instructor course, the department chair or his/her designee(s) will ensure basic equivalency among the various sections with regards to such things as course outcomes, content, and assessments. Periodic discussion will take place during regular department meetings and at an annual meeting dedicated to the topic for faculty to exchange ideas about resources and teaching strategies. Official or unofficial exchange of individual instructor syllabi will further ensure an appropriate degree of equivalency where applicable.
2. All sections offered under the rubric of the proposed HIST 197 will include the perspectives, experiences and contributions of women as well as racial and ethnic minorities. That is a primary objective of the proposed course (See course outcome #4).
3. The reading and use by students of at least one or more substantial works of fiction or nonfiction in addition to a text is a requirement in the course.
4. This course is not open to majors in the department. The department offers a separate set of courses for its majors. Consequently, the content of this course is designed to introduce students to an aspect of European history. The department believes that the more focused treatment of themes or eras is more appropriate for non-majors early in their college careers. This new course, which allows faculty who choose to teach a European-focused the wherewithal to develop a course focused on a specific topic or era, makes available to students a range of History courses that can fulfill the liberal studies requirement. At the same time, the course introduces the core components of the discipline – historical thinking, historical analyses, historical patterns and interconnectedness of historical events – to non-majors.

Provide a detailed rationale which explains how each course objective meets the Expected Student Learning Outcome.

Objective 1:

Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of Europe's past.

Expected Student Learning Outcomes 1 and 2

Informed and Empowered Learners

Required History Content

- Examine several different aspects of history and their inter-relationships.

Rationale:

Assignments will require students to have a level of knowledge about political, economic, social, and international developments in U.S. history. They will also engage students in examining the complexities of causation and effect in historical developments. (EUSLO 1)

Assignments will also require students to make judgments about developments in U.S. history based on their knowledge about political, economic, social and international events in the nation's past. (EUSLO2)

Objective 2:

Identify important themes in European history.

Expected Student Learning Outcomes 1

Informed Learners

Required History Content

- Treats concepts, themes, and events in sufficient depth to enable students to appreciate the complexity of what is being studied, and not be merely cursory coverage of lists of topics.

Rationale:

Assignments will require students to evaluate developments in European history over time in order to identify recurring themes. (EUSLO 1)

Objective (3):

Explain conflicting interpretations of U.S. history.

Expected Student Learning Outcomes 1 and 2

Informed and Empowered Learners

Required History Content

- Suggest major intellectual questions/problems which interest practitioners of the discipline and explore more critically important theories and principles presented by the discipline.
- Make students aware of various and sometimes contradictory historical interpretations.

Rationale:

Assignments will require students to demonstrate their understanding and knowledge of different interpretations of European history. (EUSLO 1)

Assignments will require students to apply critical thinking skills in order to evaluate different

interpretations of U.S. history. (EUSLO 2)

Objective 4:

Integrate analyses of race, ethnicity, class, and gender into the historical narrative about the Europe.

Expected Student Learning Outcomes 1, 2, and 3

Informed, Empowered, and Responsible Learners

Rationale:

Assignments will require students to show their knowledge about how racial and ethnic backgrounds, socioeconomic status, sex and sexual orientation have shaped the experiences of individuals and groups in European history. (EUSLO 1)

Assignments will require students to synthesize information about working people, men, women, and ethnic minorities in order to make judgments about how their experiences have changed over time. (EUSLO 2)

Assignments will engage students in assessing how the ethnical and behavioral consequences of certain decisions and actions. They will engage the students in developing respect for the identities, histories and cultures of others. (EUSLO 3)

Objective 5:

Place historical developments in Europe within a larger global context.

Expected Student Learning Outcomes 1 and 2

Informed and Responsible Learners

Rationale:

Assignments will require students to examine how developments in European history fit within a larger global context. (EUSLO 1)

Assignments will engage students in examining how European history is shaped by the histories of other peoples and other lands as well as domestic developments that take place within European society. (EUSLO 3)

Objective 6:

Read and analyze historical texts.

Expected Student Learning Outcomes 2 and 3

Empowered and Responsible Learners

Required History Content

- Facilitate students' ability to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.

Rationale:

Assignments will engage students in interpreting and analyzing textual, visual, and electronically-mediated historical texts. (EUSLO 2)

Assignments will prompt students to read and analyze historical texts in an intellectually honest manner. (EUSLO 3)

Objective 7:

Develop skills in chronological thinking and historical analysis.

Expected Student Learning Outcome 2

Empowered Learner

Required History Content

- Facilitate students' ability to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Develop students' historical consciousness.
- Enable students to perceive contemporary experiences in historical perspective.

Rationale:

Assignments will require students to analyze developments in European history from a historian's viewpoint. They will engage students in examining the conditions that prompt change and continuity. (EUSLO 2)

Please describe how you are defining your standards for these objectives, and how you will determine they have been met by students.

This course will be taught to relatively large classes (50 and above), which will affect the methods used to assess student learning. In general, this will be done in a variety of ways: exams (most likely objective and short answer), online quizzes, in class discussions, clicker questions, class discussions, and group projects. Each individual instructor is likely to develop a different assortment of assessments.

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Sample Assignment for Liberal Studies Course

Participating in Threaded Discussions for Weekly Readings

This class will use threaded discussions to cover topics, issues, and other questions that I pose to begin, extend and augment our class discussions. These discussions will focus primarily on primary source sources that I have placed online for you to read each week, or assigned from the collection of *Lives*. A threaded discussion is a public discussion - that is, other students can read your comments. I expect everyone in the class to participate in the discussions. It will be impossible to get an "A" in the course without participating in the threaded discussions. Anyway, it sharpens your thinking and writing skills, and it is fun.

Basic Format for online discussions

Each week there will be a question posted in the discussion section of Moodle. To properly answer the questions, you will first need to read the primary source readings posted for each topic in Moodle. These primary sources will include writings, artwork, photos, and video clips. (In addition to using these sources to answer the discussion questions, they will be on the written exams.) After studying these sources, you will need to post a thoughtful, well-articulated response to the posted question by Saturday evening. By Sunday evening you will need to have posted an additional response to the question that addresses one of your fellow students' responses. This response will also require more thought and work than "I agree with so and so." You will need to consider how you respond to the posted questions and how you respond to the other posted responses to ensure that a meaningful learning experience occurs. You will receive points for your responses based on your effort and the quality of your responses. There are 14 discussion activities and your responses each week will be graded and you can earn 10 points for posting and responding to the discussions based on the following grading rubric.

Basic Rules of Engagement for online discussions

- All posts must be thoughtful and civil. Remember the deliberative virtues of clarity, consistency and humility. No personal attacks will be tolerated.
- Read all the previous posts prior to your entering a particular discussion. Do not just post to my initial question or issue, but consider your peer's responses.
- Do your best to write well. Try to use complete sentences and proper grammar. Think in paragraphs, not sentences! Avoid overly brief responses.
- Keep your comments topic-related and to the point.
- Use a variety of responses.
- Elaborate upon, justify, or support your ideas and include brief quotes from your readings to support your viewpoints.
- Point out how a classmate's comment relates to one you made earlier.
- Express some of your "self" in your post.
- Post on time.

Grading Rubric 0-10 points

Original Posting (7 points):

1. Mentions at least 2 specific points from the article or reading. (1 point)
2. Relation of new information to old information learned in the course to date. (1 point)
3. Relation of information in article or reading to personal experience. (1 point)
4. Discussion at a critical level, not just recitation of facts from the article. (3 points)
5. Length of posting approximately 1 word processing page. (1 point)

Reply to Others' Postings (3 points):

1. Discuss one point you like/agree with, and one point you dislike/disagree with, and explain why. (2 points)
2. Length should be about 1/2 page in length (approximately 100 words). (1 point)

* Please do not just tell me what the article or reading states...I already know this.

Discussion at a critical level means discussing things such as your opinion of the point mentioned, why you hold that opinion, what you see wrong with the point mentioned, how you see the point consistent/inconsistent with what you have learned so far, implications for the future, consistencies/inconsistencies within the article or reading itself, and so forth. In other words, critiquing a reading means analyzing the good and/or bad aspects of the article and justifying your analysis.

At the end of each week, I will send out an email summarizing the week's discussion and adding my thoughts to the discussion.

Online Syllabus
HIST 197 Explorations in European History
Greece, Rome, and the Modern World

Department of History, Indiana University of Pennsylvania

HIST 197 Explorations in European History (3c-01-3cr)

Interprets and analyzes the development of European history through a chronological survey of a historical era or the analysis of a topic central to European History. Examines, where appropriate, the intersection of race and ethnicity, gender and class. Emphasizes the recognition of historical patterns, the interconnectedness of historical events, and examines various sub-fields in the discipline of history.



 **Instructor:**

Dr. R. Scott Moore
Professor, History Department (<http://www.iup.edu/history>)
rsmoore@iup.edu

I have been teaching courses on ancient Greece and Rome for ten years, but this is the first time this particular class has been offered online. I know that some of you are taking an online course for the first time. So let's work and learn together to make our course interesting and useful.

 **Office Location:**

222 Keith Hall
Department of History
Indiana University of Pennsylvania
Indiana, PA 15705

There are several ways of contacting me. In an emergency you can call me on my office phone ( 724-357-2284). I reply to most emails ( rsmoore@iup.edu) in less than 24 hours. I will log into our classroom several times a day, usually in the afternoon to see if anyone has posted questions in the discussion section for general questions.

Required Texts:

 Thomas Cahill, *Sailing the Wine-Dark Sea: Why the Greeks Matter*, 2004. ISBN# 978-0385495547

 Margaret Malamud, *Ancient Rome and Modern America*, 2008. ISBN# 978-1405139342

 Carl Richard, *Twelve Greeks and Romans Who Changed the World*, 2003. ISBN# 978-0742527911

 **Hardware/Software Requirements:**

Please check your web browser for the current version. In order to use the university's course management system, your web browser must meet the following minimum technical

requirements:

- Microsoft Internet Explorer 6.0 or higher.
- Netscape Navigator 7.0 or higher.
- Firefox 1.0 or higher
- Safari 1.2 or higher
- JavaScript must be enabled.
- Cookies must be enabled.

For more information and help, visit <http://www.iup.edu/itsupportcenter/howto.aspx?id=39001>

Online Courses:

There are several things that this course is not. It is **NOT**:

- Self-paced - there will be deadlines that you will need to meet throughout the course.
- An independent study – you will need to participate, interact, and work with other students.
- Easier or less work than a traditional course – For an online course you should expect to spend 3-4 hours of work per credit hour per week, so for this course you will need to commit to 9-12 hours of work per week. If you are not prepared to commit this amount of time to this course, perhaps you should reconsider enrolling.

Taking an online course brings a different set of responsibilities from a traditional on-campus course. All of the users (students and instructors) have outside lives and responsibilities and thus it is unrealistic to expect people to be online 24 hours a day, 7 days a week. Please allow your colleagues 24-48 hours to respond to you. Likewise, please try to respond to your colleagues in a timely fashion. Logging into the classroom three times a week would be the minimum requirement for being a productive participant and keeping up with the assignments. Making your posts and submitting your assignments at the last moment does not give your colleagues enough time to respond.

My role in this online class is different from that of a traditional on-campus class. The weekly assignments replace my traditional classroom lectures, while postings in the different forums will replace classroom discussions. I will be closely monitoring these online discussions and will provide input when asked to, or when I feel that I need to do so. Students who are used to instructors providing guidance every step along the way may feel some insecurity at first.

Broad Course Goals:

This course is an introduction to history and its primary goal is to show how the historian works and derives conclusions about the past from historical documents and other sources (archaeology, numismatics, epigraphy, etc.). In terms of subject matter, the course covers the ancient Greek and Roman world. Throughout the course, we will focus our attention on the "common person" in an attempt to understand how people really lived and thought in the past. The course will investigate many of the great achievements of these two ancient civilizations and offer suggestions as to how the world came to be the way it is now, in the twenty-first century since many of our institutions and ideas were developed by the ancient Greek and Romans.

Specific Course Outcomes:

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

1. Demonstrate knowledge of the cultural, economic, social, and political elements that make up the history of Ancient Greece's and Rome's past.
2. Identify important themes in Greek and Roman history.
3. Explain conflicting interpretations of Greek and Roman history
4. Integrate analyses of race, ethnicity, class, and gender into the historical narrative about Greek and Roman history.
5. Place historical developments in Greek and Roman history within a larger global context.
6. Read and analyze historical texts.
7. Develop skills in chronological thinking and historical analysis.

Course Pacing and Due Dates

You **must** take the quiz on the syllabus by the end of the first week. Failure to pass the quiz with a score of 90% or better will result in a 5 point deduction from your final grade. You can take the syllabus quiz as many times as needed to achieve the required score. By the end of the second week you will need to take a quiz on academic integrity, which will be based on a document placed on the university course management system. Failure to pass the quiz with a score of 90% or better will result in a 5 point deduction from your final grade. You can take the syllabus quiz as many times as needed to achieve the required score.

All assignments must be completed and submitted during the times/dates shown on the syllabus and in the course calendar. Failure to submit required activities during the required time period will result in a loss of those points.

The discussion activities that will be due each week **cannot** be submitted in advance or after the due dates. If you are someone who likes to work ahead, you can go ahead and do the readings/activities and then submit them when they are due. Since this is a virtual classroom, this is particularly important for our discussions since they need to include all members of the class, much like a discussion in an on-campus setting. Information about specific assignments will be given below.

Class Schedule

Week 1. The Greek Bronze Age

- Sir Arthur Evans
- Palaces and Redistribution
- Heinrich Schliemann
- Mycenaean

Week 2. The Greek Archaic Period

- Hoplite Revolution and Political Consequences
- Tyranny
- Rise of the Polis

Week 3. Sparta

- Lycurgus and the Creation of the Military State

- Conquest and Enslavement of the Messenians
 - Creation of the Peloponnesian League
- Week 4. Persia
- Rise of Persia
 - Persian Religion and Politics
 - The Greco-Persian Wars
 - 3 Battles that changed the Greek World - Marathon, Thermopylae and Salamis
- Week 5. Athens
- Draco and his laws
 - Solon and the Creation of Democracy
 - Cultural Explosion – History, Philosophy, Theater, Architecture, and Art
 - Delian League or Athenian Empire?
- Week 6. The Peloponnesian War
- Athens vs. Sparta
 - The Rise of Leagues
 - Federalism
- Week 7. The Rise of Macedonia
- Philip I
 - Alexander the Great and his journeys
 - The Hellenistic Age and the coming of Rome
- Week 8. The Founding of Rome
- Romulus vs. Aeneas
 - Etruscans
 - The Kings of Rome
- Week 9. The Early Roman Republic
- Struggle of the Orders
 - Roman Expansion
 - Hannibal and the Punic Wars
- Week 10. The Roman Republic
- Sulla
 - Cicero
 - Julius Caesar
- Week 11. Octavian/Augustus
- The establishment of the Principate
 - The *Pax Romana*
 - The *Res Gestae*
- Week 12. The Early Roman Empire
- Bread and Circuses
 - Gladiators
 - The 5 Good Emperors
- Week 13. The Late Roman Empire
- The Crisis of the 3rd Century
 - The Rise of Christianity
 - Life in the Provinces
- Week 14. Late Antiquity
- Diocletian
 - Constantine

- The Fall of Rome
- Week 15 – Exam Week

✓ **Grading:** Missed exams **cannot** be made up unless cleared with me **prior** to the test. All assignments must be completed in a timely manner to receive a passing grade for the course. Students who fail to complete any of the assignments can receive a failing grade for the course. The final grade will be based upon four exams, an internet assignment, a group project, a short paper, and participation in online discussions using the following percentages:

| | |
|------------------------------|--|
| ❖ Online Discussions – 20 % | The grading scale that will be used in the class is: |
| ❖ Group Project - 20% | A – 90 to 100 % |
| ❖ Internet Assignment – 10 % | B - 80 to 89.5 % |
| ❖ Exams (4) – 40 % | C - 70 to 79.5 % |
| ❖ Short Paper – 10 % | D - 60 to 69.5 % |
| | F - less than 60 %. |

Grades in this class are not mechanically curved. Everyone can receive an A and everyone can fail.

 **Exams - 4 @10% = 40%**

The four exams will be taken online in the university's course management system. Each of these hour long exams will consist of multiple choice, matching, fill in the blanks, and short answer questions. The questions will be randomly chosen from a large pool of test questions based on the PowerPoint presentations and readings in the textbook.

 **Online Discussions = 20%**

Each Sunday evening there will be a question posted in the discussion section of the university's course management system. To properly answer the question, you will first need to read the primary source readings posted for the week in the university's course management system. These primary sources will include writings, artwork, photos, and video clips. (In addition to using these sources to answer the discussion questions, they will be on the written exams.) After studying these sources, you will then have until Wednesday evening to post a thoughtful, well-articulated response to that week's question. By Sunday evening you will need to post an additional response that addresses one of your fellow students' responses. This response will also require more than thought and work than "I agree with so and so."

You will need to consider how you respond to the posted question and how you respond to the other posted responses to ensure that a meaningful learning experience occurs. You will receive points for your responses based on your effort and the quality of your responses. There are 14 discussion activities (1 each week) and your responses each week will be graded and you can earn 2.5 points for posting and responding to the discussions based on the following grading rubric.

Participating in Threaded Discussions for Weekly Readings

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primary source sources that I have placed online for you to read each week, or assigned from the collection of *Lives*. A threaded discussion is a public discussion - that is, other students can read your comments. I expect everyone in the class to participate in the discussions. It will be impossible to get an "A" in the course without participating in the threaded discussions. Anyway, it sharpens your thinking and writing skills, and it is fun.

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At the end of each week, I will send out an email summarizing the week's discussion and adding my thoughts to the discussion.

Internet Assignment = 10%

First visit and read the following website:

- *Historians and the Web: A Beginner's Guide*
(<http://www.historians.org/perspectives/issues/1996/9601/9601COM3.CFM>).
- *Reference Shelf: Evaluating Online Resources*
(http://edsitement.neh.gov/reference_shelf_evaluating.asp)
- *Thinking Critically about World Wide Web Resources*
(<http://www.msca.org/cmssc/Articles-Thinking-Critically-about-World-Wide-Web-Resources.html>).

Pick a topic covered by the chronological span of this class – Augustus, Herodotus, Greek Religion, Roman politics etc. Next, for your specific topic, find 5 internet sites that you would consider “good” web sites and 5 ones that you would consider “bad” web sites, based upon the criteria in the websites. For each one give the address and name and write a short paragraph about why it is a bad or good site based upon your reading of the websites and the criteria presented in the three websites. Then find 5 online databases that would be beneficial to someone doing research on your topic to research - these can be databases of primary sources, images, articles, dissertations, etc. For each one, list the name, address and include one item that is in the database that deals with your topic. Finally, as a conclusion, explain to me what search engine you used and why.

Group Project = 20%

I will break you into groups of 4-5 students. Each group will need to pick a topic covered by the course. The group will then construct a webpage on the class wiki (we will be using wikidot.com) that explains its chosen topic and the topic's historical significance. A rough draft of the group project will need to be sent to me 2 weeks before its final due date so that I can provide feedback to the group. After I receive the final draft of the project I will grade the group project based on its accuracy, detail, spelling, grammar, and aesthetics. In addition, each group member will submit to me an evaluation of each group member's participation. This participation grade will account for 30% of your individual group project's final grade.

 **Short Paper = 10%**

During the course of the class, in addition to learning about Greek and Roman history, we will be learning how these two cultures influenced our culture today. You will need to write a (5) page paper that will examine how these cultures have influenced our modern world and whether you feel that this influence is positive or negative. For understanding how to write a paper, visit:

- http://www.dartmouth.edu/~writing/materials/student/ac_paper/what.shtml
- <http://owl.english.purdue.edu/owl/resource/658/01/>
- <http://www.ccc.commnet.edu/mla/index.shtml>


This paper will be graded using the following rubric:

| | An "A" Paper | A "B" Paper | A "C" Paper | A "D" Paper | A "F" Paper |
|-------|---|---|--|--|---|
| IDEAS | Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis is clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms. | A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully. | Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms, often depending on platitudes or cliches. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions. | Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources. | Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary. |

| | | | | | |
|---|--|---|---|--|--|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Organization & Coherence</p> | <p>Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas.</p> | <p>Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea.</p> | <p>May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence.</p> | <p>May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis.</p> | <p>No appreciable organization; lacks transitions and coherence.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Support</p> | <p>Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince.</p> | <p>Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance.</p> | <p>Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic.</p> | <p>Depends on clichés or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.</p> | <p>Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief.</p> |

| | | | | | |
|-----------|--|--|---|--|---|
| Style | Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling. | Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective. | Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences maybe wordy, unfocused, repetitive, or confusing. | May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous. | Usually contains many awkward sentences, misuses words, employs inappropriate language. |
| Mechanics | Almost entirely free of spelling, punctuation, and grammatical errors. | May contain a few errors, which may annoy the reader but not impede understanding. | Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding. | Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts. | Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence. |

Your paper will need to be submitted to <http://turnitin.com>. This is an online company that checks submitted papers for improper citation or potential plagiarism by comparing it against continuously updated databases. Papers not submitted to turnitin.com will be given a grade of zero.

 All students should be aware that any type of academic dishonesty (cheating, plagiarism, et cetera) is a grave offense and can result in serious penalties, including dismissal from the University. All work in this course must be your own, and dishonesty of any kind will not be tolerated. The university's academic integrity policy will be observed faithfully. Please be sure you are familiar with this policy, which is described in the undergraduate catalog (<http://www.iup.edu/registrar/catalog/>) and on the IUP website (<http://www.iup.edu/page.aspx?id=24475>). Examples of academic dishonesty include but are not limited to:

- Borrowing/copying other students' work
- Borrowing/copying other peoples' work
- Completing other students' work
- Cheating on exams or quizzes

Module for Week 11

Includes:

- Slide Handout of PowerPoint Lecture on Augustus
- Short Paper Assignment
- Short Paper Grading Rubric
- Text of *Res Gestae* for online discussion
- Discussion Questions for *Res Gestae*
- Rubric for online discussions

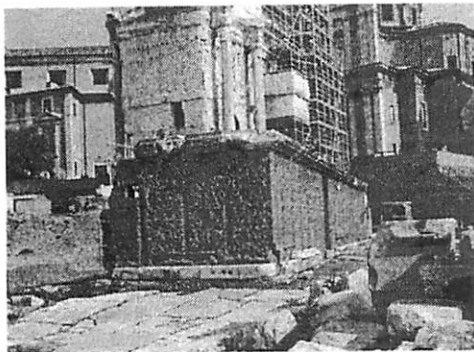
Octavian/Augustus



- After killing Caesar, the assassins fled the scene and seized the Capitol.
- The next day they were persuaded to return to the forum, but were coolly received by the populace.
- Antony next summoned the senate into the session and urged the passage of both a general amnesty for everyone involved in the plot and a ratification of Caesar's laws.



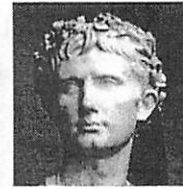
- At Caesar's funeral, Antony was able to rouse indignation at the idea of Caesar's assassination at the hands of those who had sworn to protect him
- This led to violent demonstrations against the conspirators and they fled to various towns around Rome



- Antony tried to come to terms with the Republicans by proposing various things:
 - The dictatorship should be abolished
 - M. Aemilius Lepidus, who was governor of both Gallia Narbonensis and Closer Spain, should attempt to make peace with the last remaining anti-Caesar rebel Sextus Pompeius
 - Only Caesar's acts and not his plans should be ratified.

- Antony also used violence to suppress popular agitation in memory of Caesar.
- In late April Antony left Rome to attend to land distribution for Caesar's veterans in Campania and he was away for only about a month, but by the time he returned the situation had been completely changed.

- At the time of his death, Caesar had three close male relations
- There were the 2 sons of his elder sister by two marriages - in Caesar's will they received a quarter of the inheritance between them, and Caesar seems not to have thought much of them
- Caesar left everything else to his great nephew - C. Octavius



- Born Sept. 23, 63 BC, Caesar's great nephew served with him during the Spanish campaign in 45 and was at Apollonia on the Adriatic coast when Caesar was assassinated.
- Caesar apparently thought highly of his great nephew, leaving him three-quarters of his estate and adopting him posthumously - he thus became C. Julius Caesar Octavianus.



- In late March his mother informed him of the assassination and asked him to return to Italy.
- At Brundisium he found an enthusiastic welcome among the troops there and a letter from his mother and stepfather urging him not to accept the inheritance.
- He rejected this advice and decided to pose as the avenger of his adoptive father.




- He spent April slowly marching through Campania, communicating with Caesar's old associates and meeting his veterans.
- By early May he reached Rome and accepted his inheritance officially.
- He also proclaimed his intention to uphold his new father's memory, insisting that he himself would put on the games in commemoration of the victory at Thapsus
- In May, Antony returned after learning of young Caesar's support.




- Octavian borrowed large amounts of money to celebrate the games in honor of Caesar's victory (July 20-30).
- During these games, a comet became visible during the day, and the crowd took this as a sign that Caesar's spirit had been received among the gods in heaven.
- During these games, however, the soldiers demanded an end to quarreling among the supporters of Caesar and Antony and Octavian entered into a public reconciliation.



- In October Antony left Rome for Brundisium, where he planned to pick up four legions that had been brought over from Macedonia
- In the meanwhile, Octavian resolved to raise troops of his own and to undermine the loyalty of Antony's.
- He sent agents to Brundisium to spread dissension with pamphlets while he himself went to Campania to raise troops among his father's veterans.




- With lavish bribes he enlisted several thousand men.
- He also entered into negotiations with prominent senators, most notably Cicero.

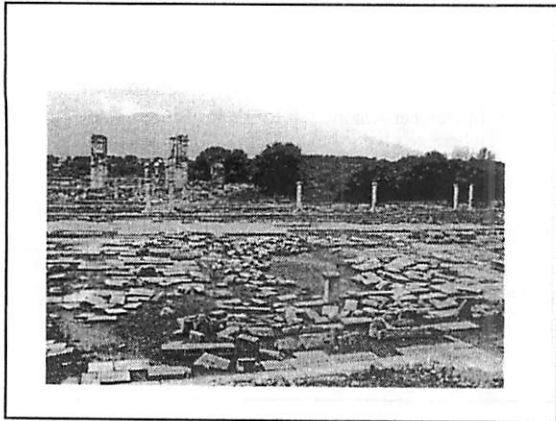


- Deciding not to attack Antony directly, Octavian marched on Rome, but none of his senatorial supporters would come out for him openly and the veterans, many of whom had served under Antony, refused to march against him.
- Antony entered Rome in mid November, but quickly came distracted by disloyalty among his troops.
- Two of the legions transferred their allegiance to young Caesar in late November.

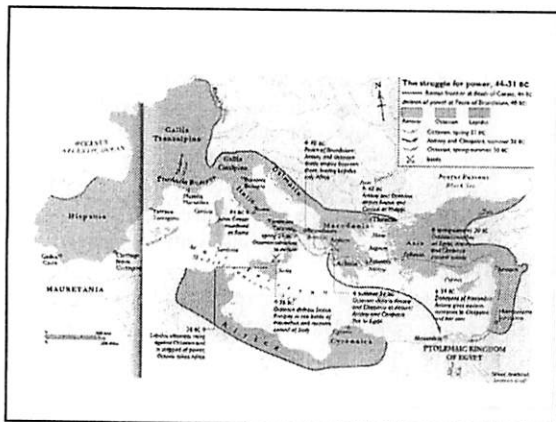
- February brought the news that M. Brutus and Cassius, the leading assassins, had seized the east.
- While Octavian originally opposed Antony and even worked with Republican forces against him, he eventually entered into an alliance with Antony, and Lepidus
- They had themselves invested with special legal powers--they formed a Board of Three for Reforming the Constitution (called the triumvirate) and divided up the empire



- Antony divorced Fulvia and married Caesar's sister Octavia, while Caesar himself married Claudia, Fulvia's daughter by P. Clodius and hence Antony's stepdaughter
- They also issued proscriptions among whom was Cicero
- On January 1, 42 BC, not only did the senate swear an oath to uphold the acts of the dead dictator and he was also officially enrolled among the gods of the Roman state with the title *Divus Julius* (the "Divine Julius").
- In 42 BC at Philippi, the assassins were defeated and committed suicide.



- The Roman world was divided among the triumvirs:
 - Antony ruled the East
 - Octavian ruled the West, including Rome and Italy
 - Lepidus got Africa.



- In 35 BC Lepidus tried to assert himself against Octavian.
- Lepidus was removed, not killed and spent the rest of his life in exile
- Antony went east to settle matters and ruled in the east a bit like a Hellenistic king
- He sent Octavia back to Italy became involved with Cleopatra, and she gave birth to a son

- While fighting numerous battles in the east, he attempted a reorganization of the eastern provinces and this included:
- Cleopatra herself was given the Oriental title "queen of kings,"
- Coele Syria ("Hollow Syria," i.e., basically Judaea) and Cyprus, were transferred from Roman to Egyptian control.
- Her child Caesarion was recognized as the son of Caesar the dictator and as Cleopatra's coregent in Egypt.
- Cleopatra's six-year-old son by Antony, Alexander Helios (the sun), was proclaimed king of Armenia, Media and Parthia.
- Alexander's sister Cleopatra was made queen of Cyrene, an area that had belonged to the Ptolemaic kingdom and been bequeathed by its last king to the Roman People in 96.
- Antony and Cleopatra's two-year-old son Ptolemy Philadelphus received a vast kingdom in the Roman east comprising Syria and all of Asia Minor west of the Euphrates.

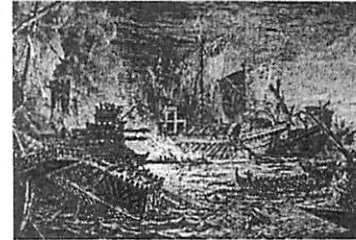
- Two of Antony's followers brought news about an incriminating will of Antony that he had had deposited with the Vestal Virgins in Rome
- Octavian removed the will from the Virgins and then read it to the senate.
- In the will Antony
 - recognized Caesarion as Caesar's son
 - left large legacies to his children by Cleopatra
 - directed that he be buried along side Cleopatra in Alexandria.

- Octavian uses propaganda to discredit Antony in Rome (Cleopatra will become a Queen of Rome and transfer seat to Alexandria)



Battle of Actium

- Octavian navy led by Marcus Agrippa
- Cleopatra seeing the battle going poorly, made her escape followed by Marc Antony



The Battle of Actium, 2 September 31 BC

- Octavian's fleet (400 warships)
- Antony's fleet (130 warships)
- salt marsh
- direction of wind



- Both return to Egypt and kill themselves



- Octavian/Augustus was no military commander but rather a statesman



- This allowed Octavian to pose as defender of Roman tradition against eastern decadence and Cleopatra.
- In 32 BC he declared war against Cleopatra and Antony
- At the battle of Actium, his forces lead by Agrippa defeat Antony and Cleopatra who flee to Egypt and commit suicide.



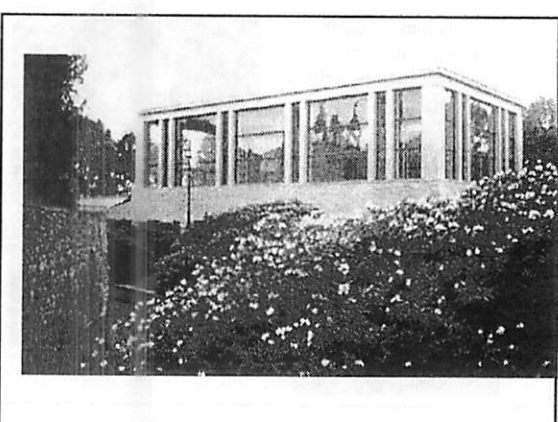
- Octavian was victorious but faced with a difficult challenge: How to mend the Roman state that had been torn to shreds via 50 years of uninterrupted civil wars?
- Roman state was exhausted from these wars and that gave Octavian room to maneuver

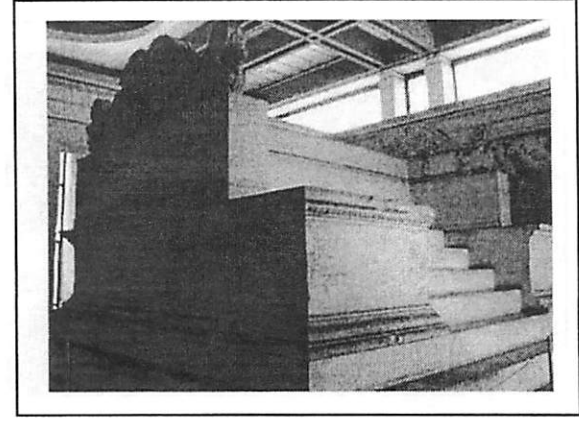
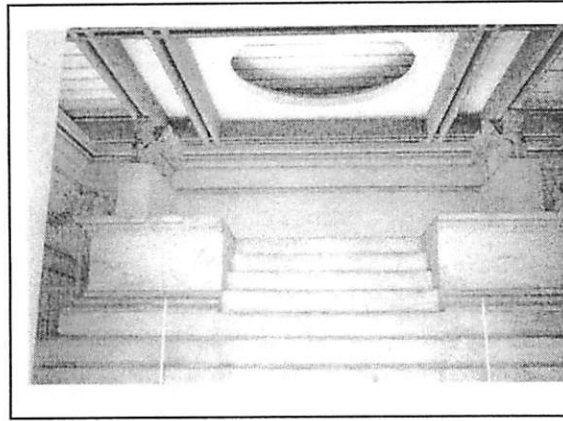
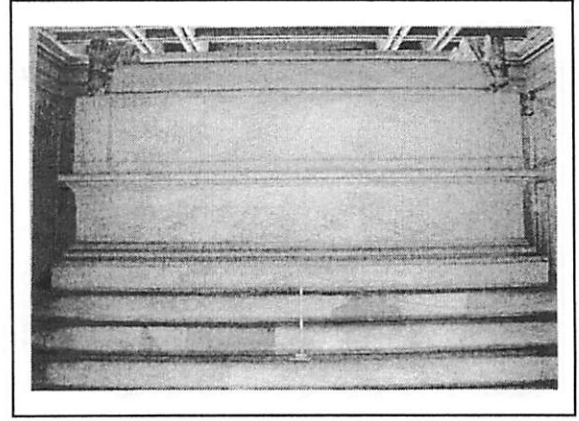
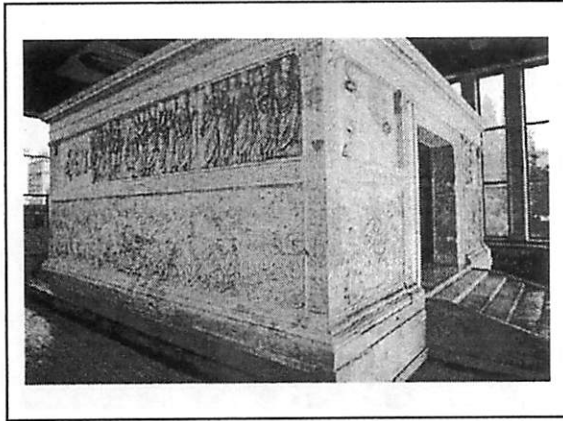
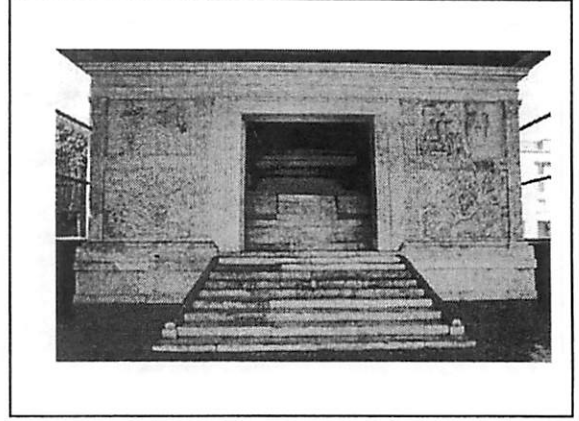
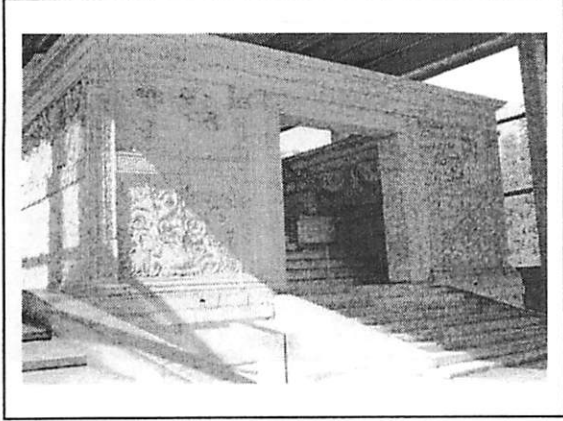
- Octavian's solution was politically brilliant; he did not do as Julius had done (openly offend the senate) - instead he gave the appearance of restoring the Republic
- Theoretically gave back senate its prestige, if not its authority
- Octavian takes the name *princeps* (1st citizen); is "elected" to consulship year in and year out; holds pro-consular powers
- Senate grants him other powers and he is eventually called Augustus
- Key is that Augustus holds all the military provinces and lets senate run the other provinces

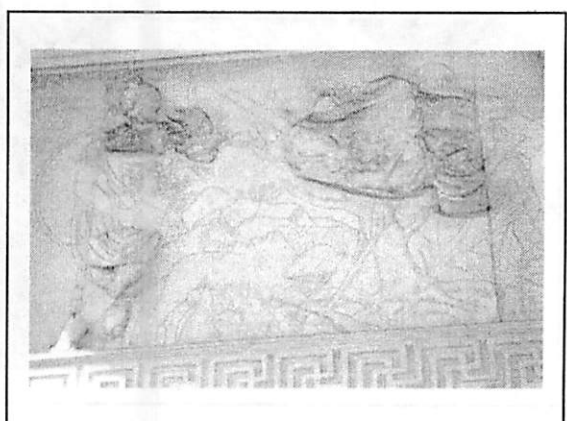
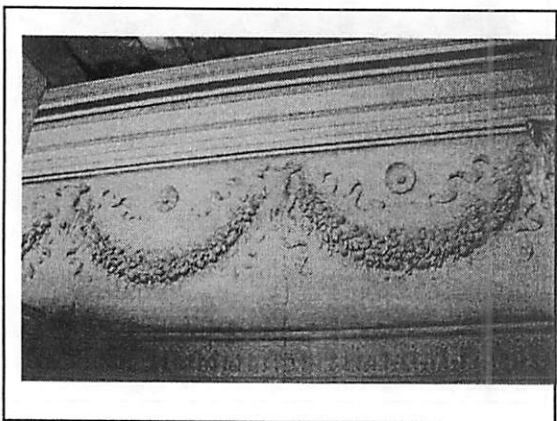
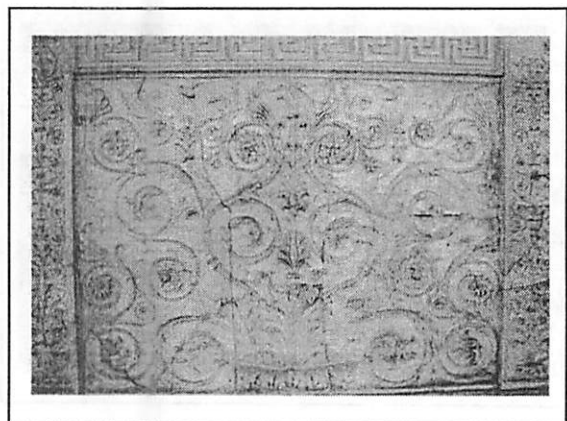
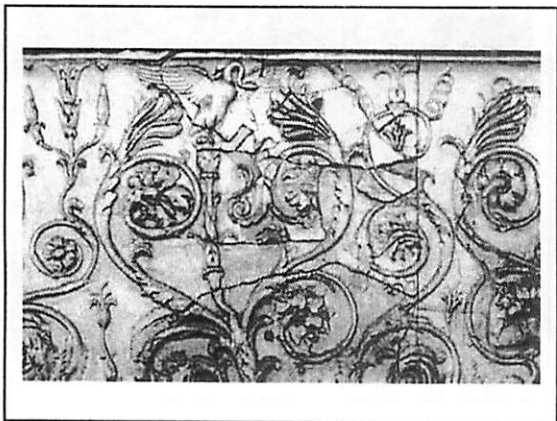
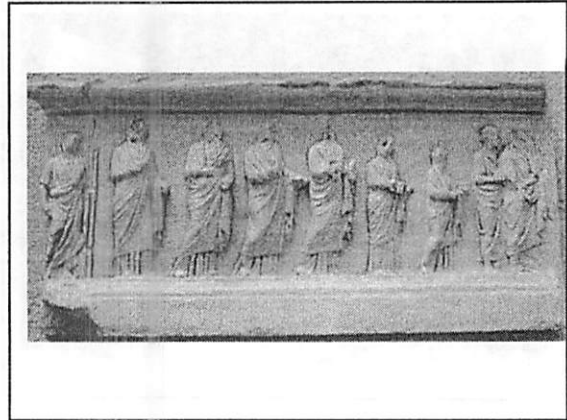
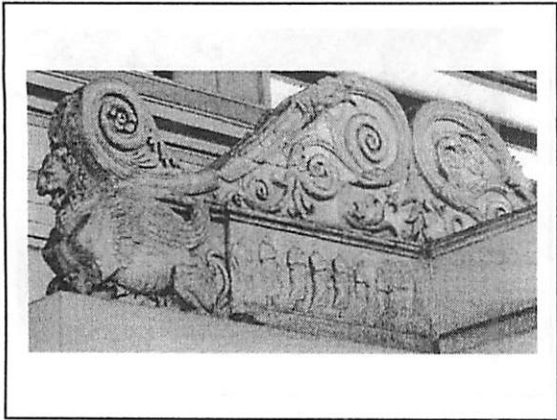
- Augustus, by creating the facade of a Republic with the senate still in power made everyone happy
 - Senators happy because they still get to act as a senate
 - Army happy because Augustus is in charge
 - The *populus* is happy because there is peace

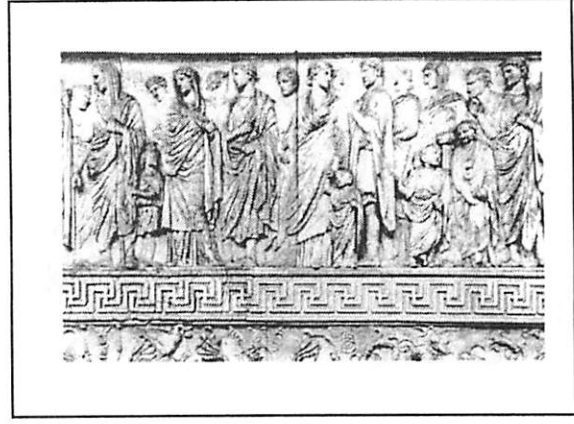
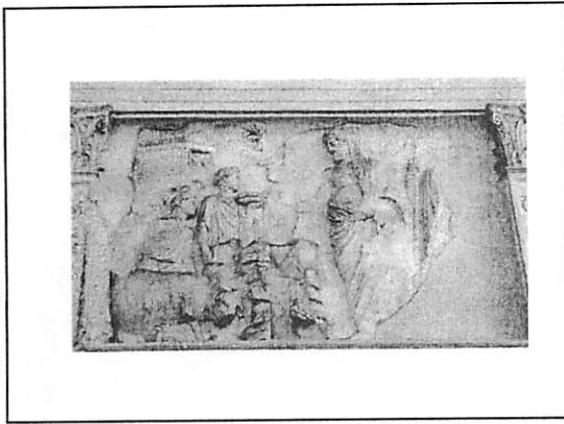
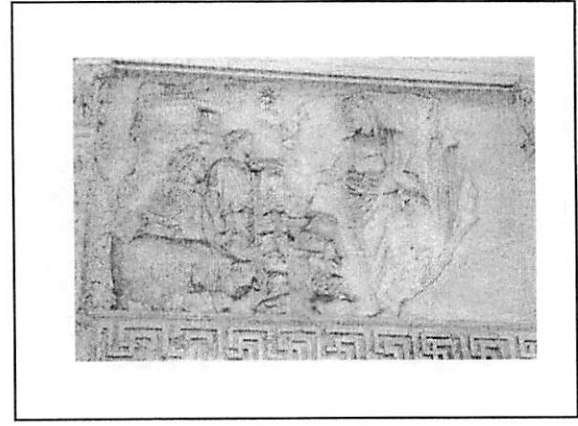
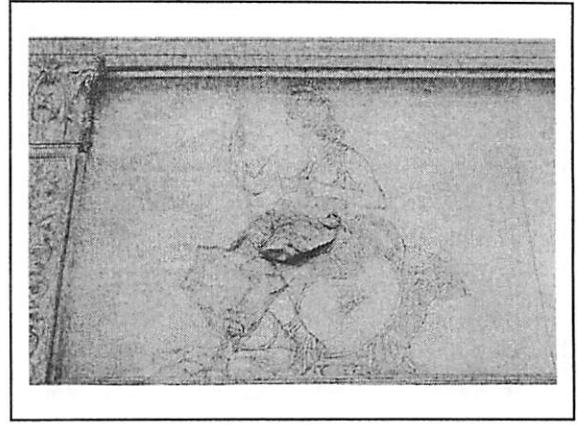
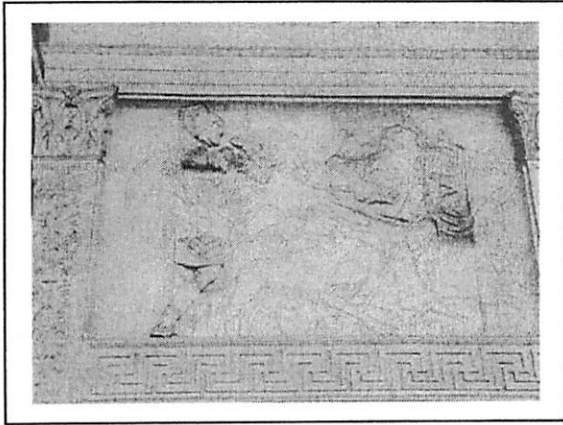


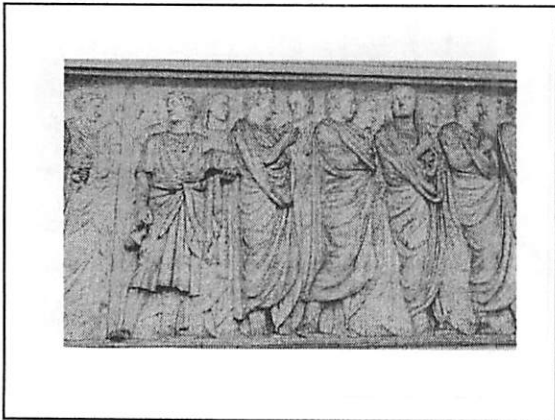
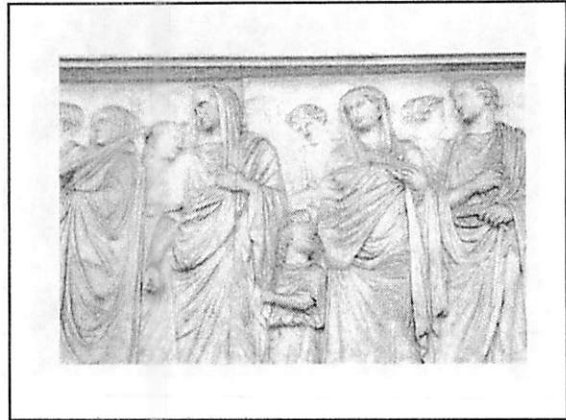
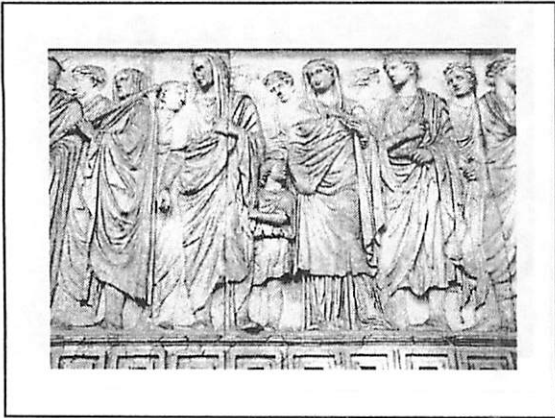
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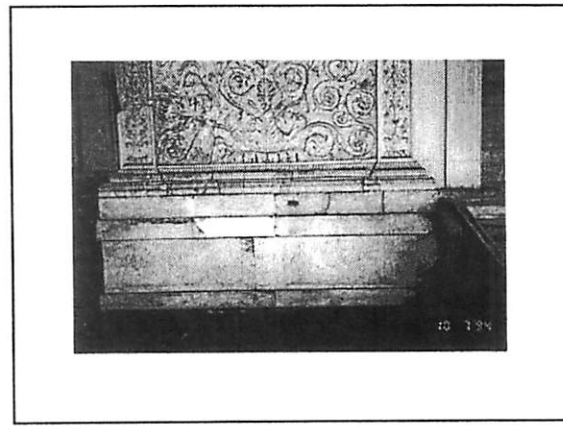
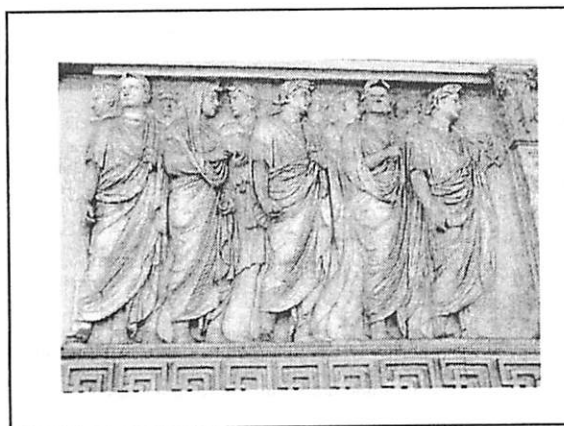
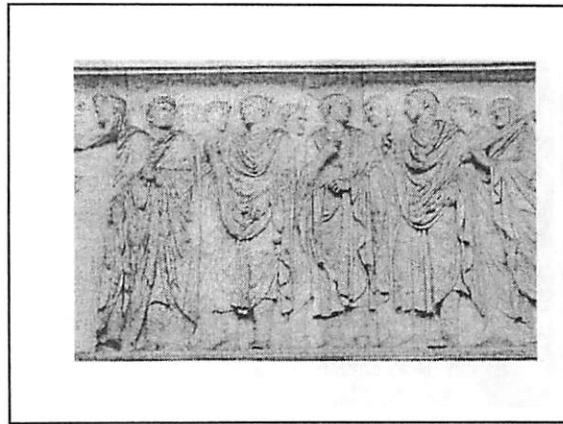






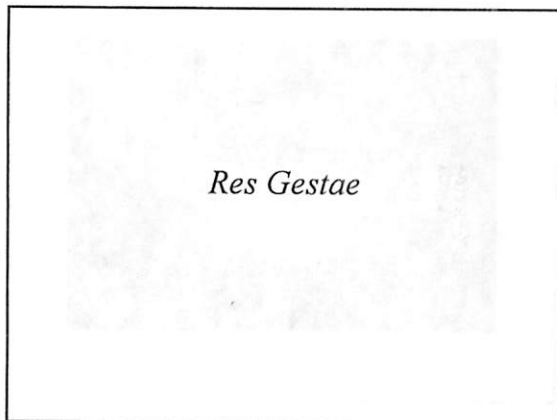
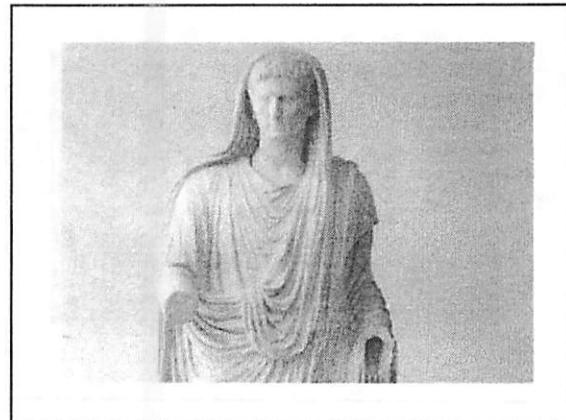
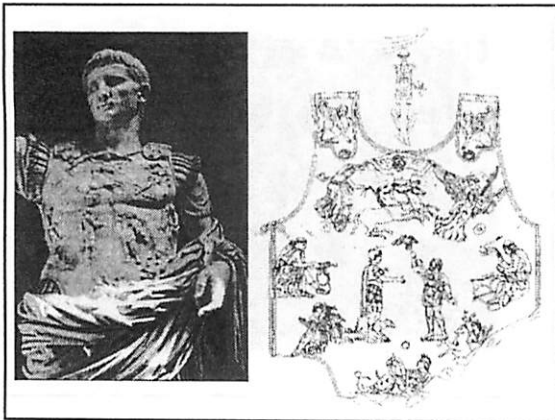






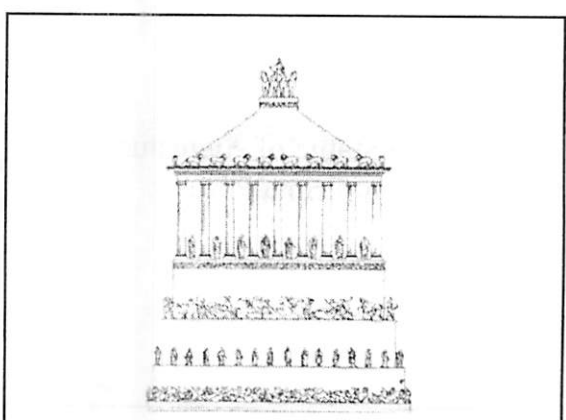
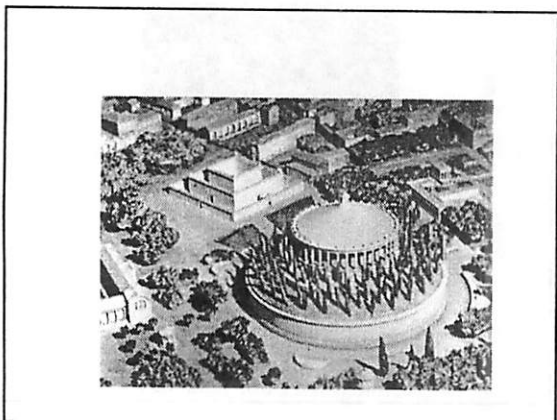
The Statue of Augustus
at Prima Porta

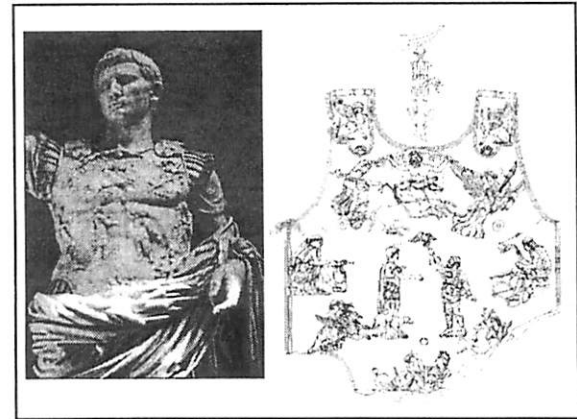
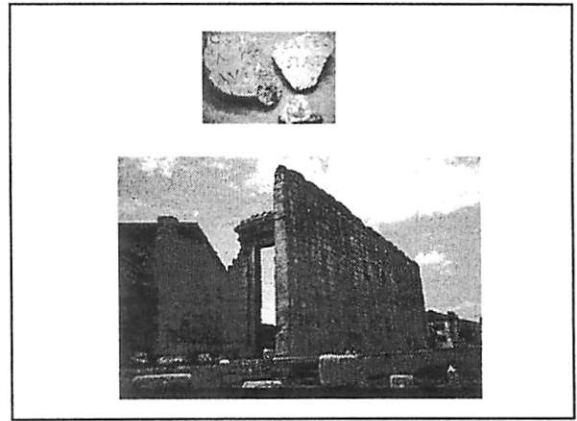
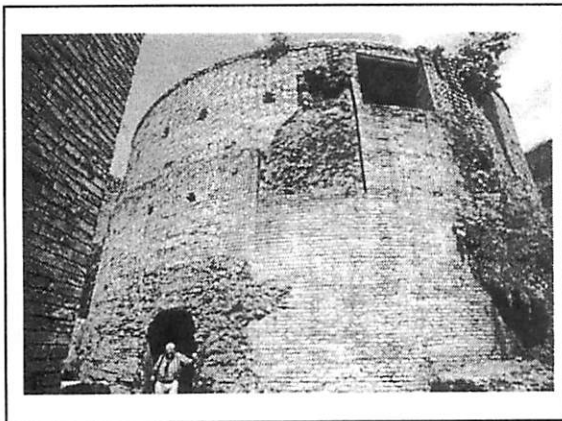
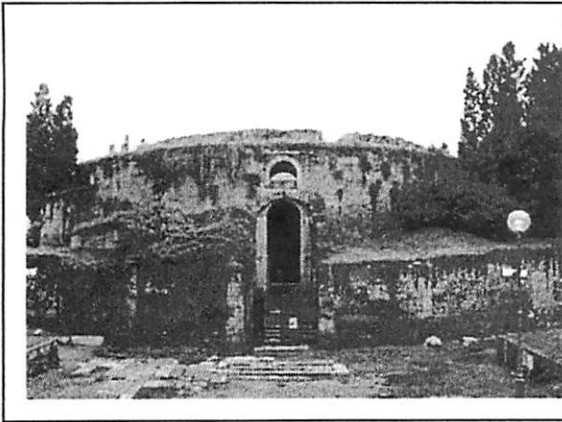


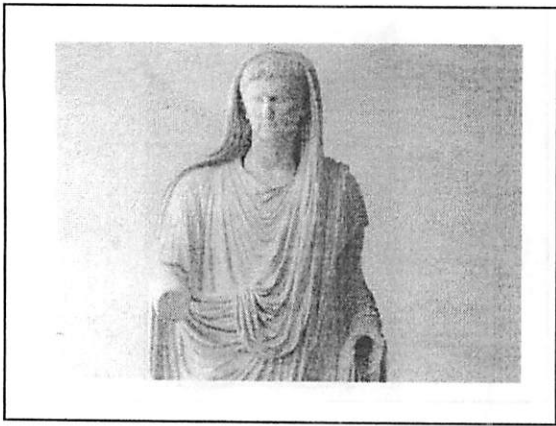


Res gestae divi Augusti
(The Deeds of the Divine Augustus)

- This is, perhaps, the most famous inscription left us by Antiquity.
- It is inscribed on marble in a building which was a temple of Augustus in Ankara, Asia Minor
- The original of this document was set up in bronze before the great Emperor's mausoleum in Rome, and this is one of the copies distributed through the provinces.
- It gives us what Augustus wished to have regarded as the leading glories of his reign, distorting and suppressing some facts, but adding much to our knowledge of others.







Short Paper Assignment

As a history student, you should look at this assignment as a practical approach to reading, thinking and writing "History." It should help you to think about the organization of your ideas, develop a critical sense of enquiry, improve argumentation, and incorporate high standards of verification. I want you to feel confident about expressing yourself through the written word. This is important since many people communicate their ideas through writing.

Write a 5-6 page, typed, double-spaced paper on one of the topic of your choice - your topic has to be approved by me first. Explain briefly who/what your topic is, why it is historically significant, and what the current historical perspective on it is. You must consult at least 7 different sources (do not use your textbook and at least 4 of the sources have to be non-internet sources) and include a bibliography. Your paper must also be properly referenced (footnotes, endnotes, or parenthetical references). See below for a list of minimum requirements.

You will be graded on content and grammar (spelling, sentence construction, etc.) and your analysis. I will be happy to look at preliminary drafts provided they are submitted in a timely manner.

Papers turned in late will be penalized one letter grade per day unless accompanied by a valid excuse. I have composed a list of basic points to keep in mind when writing these papers (see Tips for Writing a History Paper). For help with footnotes, endnotes and bibliographies - look at [Chicago or Turabian](#). For a good web site that addresses common errors in English usage visit [Common Errors in English](#).

Formatting Requirements

Typed
5 pages (not counting bibliography or figures)
Black ink on white paper
Font - no larger than 12 points
Double spaced
Footnotes or endnotes
Chicago/Turabian citation style
Margins - no larger than 1.5" on left, 1" on top, right and bottom

Organizational Requirements

Clear thesis sentence
Concluding paragraph
Bibliography
At least 7 sources
At least 4 sources have to be non-internet
At least 1 monograph
At least 1 journal article
All quotes cited
All information cited

Short Paper Grading Rubric

| | An "A" Paper | A "B" Paper | A "C" Paper | A "D" Paper | A "F" Paper |
|-------|---|---|--|--|---|
| IDEAS | Excels in responding to assignment. Interesting, demonstrates sophistication of thought. Central idea/thesis is clearly communicated, worth developing; limited enough to be manageable. Paper recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and critically evaluates its sources, appropriately limits and defines terms. | A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to acknowledge the complexity of central idea and the possibility of other points of view. Shows careful reading of sources, but may not evaluate them critically. Attempts to define terms, not always successfully. | Adequate but weaker and less effective, possibly responding less well to assignment. Presents central idea in general terms, often depending on platitudes or cliches. Usually does not acknowledge other views. Shows basic comprehension of sources, perhaps with lapses in understanding. If it defines terms, often depends on dictionary definitions. | Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources. | Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary. |

| | | | | | |
|--------------------------|---|--|--|---|---|
| Organization & Coherence | Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and disciplinary field. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. It guides the reader through the chain of reasoning or progression of ideas. | Shows a logical progression of ideas and uses fairly sophisticated transitional devices; e.g., may move from least to more important idea. Some logical links may be faulty, but each paragraph clearly relates to paper's central idea. | May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions, but they are likely to be sequential (first, second, third) rather than logic-based. While each paragraph may relate to central idea, logic is not always clear. Paragraphs have topic sentences but may be overly general, and arrangement of sentences within paragraphs may lack coherence. | May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences or main ideas, or may be too general or too specific to be effective. Paragraphs may not all relate to paper's thesis. | No appreciable organization; lacks transitions and coherence. |
| Support | Uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince. | Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Its examples bear some relevance. | Often uses generalizations to support its points. May use examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself and needs no application to the point being discussed. Often has lapses in logic. | Depends on cliches or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis. | Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief. |

| | | | | | |
|-----------|--|--|---|--|---|
| Style | Chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling. | Generally uses words accurately and effectively, but may sometimes be too general. Sentences generally clear, well structured, and focused, though some may be awkward or ineffective. | Uses relatively vague and general words, may use some inappropriate language. Sentence structure generally correct, but sentences maybe wordy, unfocused, repetitive, or confusing. | May be too vague and abstract, or very personal and specific. Usually contains several awkward or ungrammatical sentences; sentence structure is simple or monotonous. | Usually contains many awkward sentences, misuses words, employs inappropriate language. |
| Mechanics | Almost entirely free of spelling, punctuation, and grammatical errors. | May contain a few errors, which may annoy the reader but not impede understanding. | Usually contains several mechanical errors, which may temporarily confuse the reader but not impede the overall understanding. | Usually contains either many mechanical errors or a few important errors that block the reader's understanding and ability to see connections between thoughts. | Usually contains so many mechanical errors that it is impossible for the reader to follow the thinking from sentence to sentence. |

The Deeds of the Divine Augustus

By Augustus

Written 14 A.C.E.

Translated by Thomas Bushnell, BSG

A copy below of the deeds of the divine Augustus, by which he subjected the whole wide earth to the rule of the Roman people, and of the money which he spent for the state and Roman people, inscribed on two bronze pillars, which are set up in Rome.

1. In my nineteenth year, on my own initiative and at my own expense, I raised an army with which I set free the state, which was oppressed by the domination of a faction. For that reason, the senate enrolled me in its order by laudatory resolutions, when Gaius Pansa and Aulus Hirtius were consuls (43 B.C.E.), assigning me the place of a consul in the giving of opinions, and gave me the imperium. With me as propraetor, it ordered me, together with the consuls, to take care lest any detriment befall the state. But the people made me consul in the same year, when the consuls each perished in battle, and they made me a triumvir for the settling of the state.
2. I drove the men who slaughtered my father into exile with a legal order, punishing their crime, and afterwards, when they waged war on the state, I conquered them in two battles.
3. I often waged war, civil and foreign, on the earth and sea, in the whole wide world, and as victor I spared all the citizens who sought pardon. As for foreign nations, those which I was able to safely forgive, I preferred to preserve than to destroy. About five hundred thousand Roman citizens were sworn to me. I led something more than three hundred thousand of them into colonies and I returned them to their cities, after their stipend had been earned, and I assigned all of them fields or gave them money for their military service. I captured six hundred ships in addition to those smaller than triremes.
4. Twice I triumphed with an ovation, and three times I enjoyed a curule triumph and twenty one times I was named emperor. When the senate decreed more triumphs for me, I sat out from all of them. I placed the laurel from the fasces in the Capitol, when the vows which I pronounced in each war had been fulfilled. On account of the things successfully done by me and through my officers, under my auspices, on earth and sea, the senate decreed fifty-five times that there be sacrifices to the immortal gods. Moreover there were 890 days on which the senate decreed there would be sacrifices. In my triumphs kings and nine children of kings were led before my chariot. I had been consul thirteen times, when I wrote this, and I was in the thirty-seventh year of tribunician power (14 A.C.E.).
5. When the dictatorship was offered to me, both in my presence and my absence, by the people and senate, when Marcus Marcellus and Lucius Arruntius were consuls (22 B.C.E.), I did not accept it. I did not evade the curatorship of grain in the height of the food shortage, which I so arranged that within a few days I freed the entire city from the present fear and danger by my own expense and administration. When the annual and perpetual consulate was then again offered to me, I did not accept it.
6. When Marcus Vinicius and Quintus Lucretius were consuls (19 B.C.E.), then again when Publius Lentulus and Gnaeus Lentulus were (18 B.C.E.), and third when Paullus Fabius Maximus and Quintus Tubero were (11 B.C.E.), although the senate and Roman people consented that I alone be made curator of the laws and customs with the highest power, I received no magistracy offered contrary to the customs of the ancestors. What the senate then wanted to accomplish through me, I did through tribunician power, and five times on my own accord I both requested and received from the senate a colleague in such power.

7. I was triumvir for the settling of the state for ten continuous years. I was first of the senate up to that day on which I wrote this, for forty years. I was high priest, augur, one of the Fifteen for the performance of rites, one of the Seven of the sacred feasts, brother of Arvis, fellow of Titus, and Fetial.
8. When I was consul the fifth time (29 B.C.E.), I increased the number of patricians by order of the people and senate. I read the roll of the senate three times, and in my sixth consulate (28 B.C.E.) I made a census of the people with Marcus Agrippa as my colleague. I conducted a lustrum, after a forty-one year gap, in which lustrum were counted 4,063,000 heads of Roman citizens. Then again, with consular imperium I conducted a lustrum alone when Gaius Censorinus and Gaius Asinius were consuls (8 B.C.E.), in which lustrum were counted 4,233,000 heads of Roman citizens. And the third time, with consular imperium, I conducted a lustrum with my son Tiberius Caesar as colleague, when Sextus Pompeius and Sextus Appuleius were consuls (14 A.C.E.), in which lustrum were counted 4,937,000 of the heads of Roman citizens. By new laws passed with my sponsorship, I restored many traditions of the ancestors, which were falling into disuse in our age, and myself I handed on precedents of many things to be imitated in later generations.
9. The senate decreed that vows be undertaken for my health by the consuls and priests every fifth year. In fulfillment of these vows they often celebrated games for my life; several times the four highest colleges of priests, several times the consuls. Also both privately and as a city all the citizens unanimously and continuously prayed at all the shrines for my health.
10. By a senate decree my name was included in the Saliar Hymn, and it was sanctified by a law, both that I would be sacrosanct forever, and that, as long as I would live, the tribunician power would be mine. I was unwilling to be high priest in the place of my living colleague; when the people offered me that priesthood which my father had, I refused it. And I received that priesthood, after several years, with the death of him who had occupied it since the opportunity of the civil disturbance, with a multitude flocking together out of all Italy to my election, so many as had never before been in Rome, when Publius Sulpicius and Gaius Valgius were consuls (12 B.C.E.).
11. The senate consecrated the altar of Fortune the Bringer-back before the temples of Honor and Virtue at the Campanian gate for my return, on which it ordered the priests and Vestal virgins to offer yearly sacrifices on the day when I had returned to the city from Syria (when Quintus Lucretius and Marcus Vinicius were consuls (19 BC)), and it named that day Augustalia after my cognomen.
12. By the authority of the senate, a part of the praetors and tribunes of the plebs, with consul Quintus Lucretius and the leading men, was sent to meet me in Campania, which honor had been decreed for no one but me until that time. When I returned to Rome from Spain and Gaul, having successfully accomplished matters in those provinces, when Tiberius Nero and Publius Quintilius were consuls (13 B.C.E.), the senate voted to consecrate the altar of August Peace in the field of Mars for my return, on which it ordered the magistrates and priests and Vestal virgins to offer annual sacrifices.
13. Our ancestors wanted Janus Quirinus to be closed when throughout the all the rule of the Roman people, by land and sea, peace had been secured through victory. Although before my birth it had been closed twice in all in recorded memory from the founding of the city, the senate voted three times in my principate that it be closed.
14. When my sons Gaius and Lucius Caesar, whom fortune stole from me as youths, were fourteen, the senate and Roman people made them consuls-designate on behalf of my honor, so that they would enter that magistracy after five years, and the senate decreed that on that day when they were led into the forum they

would be included in public councils. Moreover the Roman knights together named each of them first of the youth and gave them shields and spears.

15. I paid to the Roman plebs, HS 300 per man from my father's will and in my own name gave HS 400 from the spoils of war when I was consul for the fifth time (29 B.C.E.); furthermore I again paid out a public gift of HS 400 per man, in my tenth consulate (24 B.C.E.), from my own patrimony; and, when consul for the eleventh time (23 B.C.E.), twelve doles of grain personally bought were measured out; and in my twelfth year of tribunician power (12-11 B.C.E.) I gave HS 400 per man for the third time. And these public gifts of mine never reached fewer than 250,000 men. In my eighteenth year of tribunician power, as consul for the twelfth time (5 B.C.E.), I gave to 320,000 plebs of the city HS 240 per man. And, when consul the fifth time (29 B.C.E.), I gave from my war-spoils to colonies of my soldiers each HS 1000 per man; about 120,000 men in the colonies received this triumphal public gift. Consul for the thirteenth time (2 B.C.E.), I gave HS 240 to the plebs who then received the public grain; they were a few more than 200,000.

16. I paid the towns money for the fields which I had assigned to soldiers in my fourth consulate (30 B.C.E.) and then when Marcus Crassus and Gnaeus Lentulus Augur were consuls (14 B.C.E.); the sum was about HS 600,000,000 which I paid out for Italian estates, and about HS 260,000,000 which I paid for provincial fields. I was first and alone who did this among all who founded military colonies in Italy or the provinces according to the memory of my age. And afterwards, when Tiberius Nero and Gnaeus Piso were consuls (7 B.C.E.), and likewise when Gaius Antistius and Decius Laelius were consuls (6 B.C.E.), and when Gaius Calvisius and Lucius Passienus were consuls (4 B.C.E.), and when Lucius Lentulus and Marcus Messalla were consuls (3 B.C.E.), and when Lucius Caninius and Quintus Fabricius were consuls (2 B.C.E.), I paid out rewards in cash to the soldiers whom I had led into their towns when their service was completed, and in this venture I spent about HS 400,000,000.

17. Four times I helped the senatorial treasury with my money, so that I offered HS 150,000,000 to those who were in charge of the treasury. And when Marcus Lepidus and Lucius Arruntius were consuls (6 A.C.E.), I offered HS 170,000,000 from my patrimony to the military treasury, which was founded by my advice and from which rewards were given to soldiers who had served twenty or more times.

18. From that year when Gnaeus and Publius Lentulus were consuls (18 BC), when the taxes fell short, I gave out contributions of grain and money from my granary and patrimony, sometimes to 100,000 men, sometimes to many more.

19. I built the senate-house and the Chalcidicum which adjoins it and the temple of Apollo on the Palatine with porticos, the temple of divine Julius, the Lupercal, the portico at the Flaminian circus, which I allowed to be called by the name Octavian, after he who had earlier built in the same place, the state box at the great circus, the temple on the Capitoline of Jupiter Subduer and Jupiter Thunderer, the temple of Quirinus, the temples of Minerva and Queen Juno and Jupiter Liberator on the Aventine, the temple of the Lares at the top of the holy street, the temple of the gods of the Penates on the Velian, the temple of Youth, and the temple of the Great Mother on the Palatine.

20. I rebuilt the Capitol and the theater of Pompey, each work at enormous cost, without any inscription of my name. I rebuilt aqueducts in many places that had decayed with age, and I doubled the capacity of the Marcian aqueduct by sending a new spring into its channel. I completed the Forum of Julius and the basilica which he built between the temple of Castor and the temple of Saturn, works begun and almost finished by my father. When the same basilica was burned with fire I expanded its grounds and I began it under an inscription of the name of my sons, and, if I should not complete it alive, I ordered it to be completed by my heirs. Consul for the sixth time (28 B.C.E.), I rebuilt eighty-two temples of the gods in the city by the authority of the senate,

omitting nothing which ought to have been rebuilt at that time. Consul for the seventh time (27 B.C.E.), I rebuilt the Flaminian road from the city to Ariminum and all the bridges except the Mulvian and Minucian.

21. I built the temple of Mars Ultor on private ground and the forum of Augustus from war-spoils. I build the theater at the temple of Apollo on ground largely bought from private owners, under the name of Marcus Marcellus my son-in-law. I consecrated gifts from war-spoils in the Capitol and in the temple of divine Julius, in the temple of Apollo, in the temple of Vesta, and in the temple of Mars Ultor, which cost me about HS 100,000,000. I sent back gold crowns weighing 35,000 to the towns and colonies of Italy, which had been contributed for my triumphs, and later, however many times I was named emperor, I refused gold crowns from the towns and colonies which they equally kindly decreed, and before they had decreed them.

22. Three times I gave shows of gladiators under my name and five times under the name of my sons and grandsons; in these shows about 10,000 men fought. Twice I furnished under my name spectacles of athletes gathered from everywhere, and three times under my grandson's name. I celebrated games under my name four times, and furthermore in the place of other magistrates twenty-three times. As master of the college I celebrated the secular games for the college of the Fifteen, with my colleague Marcus Agrippa, when Gaius Furnius and Gaius Silanus were consuls (17 B.C.E.). Consul for the thirteenth time (2 B.C.E.), I celebrated the first games of Mas, which after that time thereafter in following years, by a senate decree and a law, the consuls were to celebrate. Twenty-six times, under my name or that of my sons and grandsons, I gave the people hunts of African beasts in the circus, in the open, or in the amphitheater; in them about 3,500 beasts were killed.

23. I gave the people a spectacle of a naval battle, in the place across the Tiber where the grove of the Caesars is now, with the ground excavated in length 1,800 feet, in width 1,200, in which thirty beaked ships, biremes or triremes, but many smaller, fought among themselves; in these ships about 3,000 men fought in addition to the rowers.

24. In the temples of all the cities of the province of Asia, as victor, I replaced the ornaments which he with whom I fought the war had possessed privately after he despoiled the temples. Silver statues of me-on foot, on horseback, and standing in a chariot-were erected in about eighty cities, which I myself removed, and from the money I placed golden offerings in the temple of Apollo under my name and of those who paid the honor of the statues to me.

25. I restored peace to the sea from pirates. In that slave war I handed over to their masters for the infliction of punishments about 30,000 captured, who had fled their masters and taken up arms against the state. All Italy swore allegiance to me voluntarily, and demanded me as leader of the war which I won at Actium; the provinces of Gaul, Spain, Africa, Sicily, and Sardinia swore the same allegiance. And those who then fought under my standard were more than 700 senators, among whom 83 were made consuls either before or after, up to the day this was written, and about 170 were made priests.

26. I extended the borders of all the provinces of the Roman people which neighbored nations not subject to our rule. I restored peace to the provinces of Gaul and Spain, likewise Germany, which includes the ocean from Cadiz to the mouth of the river Elbe. I brought peace to the Alps from the region which I near the Adriatic Sea to the Tuscan, with no unjust war waged against any nation. I sailed my ships on the ocean from the mouth of the Rhine to the east region up to the borders of the Cimbri, where no Roman had gone before that time by land or sea, and the Cimbri and the Charydes and the Semnones and the other Germans of the same territory sought by envoys the friendship of me and of the Roman people. By my order and auspices two armies were led at about the same time into Ethiopia and into that part of Arabia which is called Happy, and the troops of each nation of enemies were slaughtered in battle and many towns captured. They penetrated into Ethiopia all the way to the town Nabata, which is near to Meroe; and into Arabia all the way to the border of the Sabaei, advancing to the town Mariba.

27. I added Egypt to the rule of the Roman people. When Artaxes, king of Greater Armenia, was killed, though I could have made it a province, I preferred, by the example of our elders, to hand over that kingdom to Tigranes, son of king Artavasdes, and grandson of King Tigranes, through Tiberius Nero, who was then my step-son. And the same nation, after revolting and rebelling, and subdued through my son Gaius, I handed over to be ruled by King Ariobarzanes son of Artabazus, King of the Medes, and after his death, to his son Artavasdes; and when he was killed, I sent Tigranes, who came from the royal clan of the Armenians, into that rule. I recovered all the provinces which lie across the Adriatic to the east and Cyrene, with kings now possessing them in large part, and Sicily and Sardina, which had been occupied earlier in the slave war.

28. I founded colonies of soldiers in Africa, Sicily, Macedonia, each Spain, Greece, Asia, Syria, Narbonian Gaul, and Pisidia, and furthermore had twenty-eight colonies founded in Italy under my authority, which were very populous and crowded while I lived.

29. I recovered from Spain, Gaul, and Dalmatia the many military standards lost through other leaders, after defeating the enemies. I compelled the Parthians to return to me the spoils and standards of three Roman armies, and as suppliants to seek the friendship of the Roman people. Furthermore I placed those standards in the sanctuary of the temple of Mars Ultor.

30. As for the tribes of the Pannonians, before my principate no army of the Roman people had entered their land. When they were conquered through Tiberius Nero, who was then my step-son and emissary, I subjected them to the rule of the Roman people and extended the borders of Illyricum to the shores of the river Danube. On the near side of it the army of the Dacians was conquered and overcome under my auspices, and then my army, led across the Danube, forced the tribes of the Dacians to bear the rule of the Roman people.

31. Emissaries from the Indian kings were often sent to me, which had not been seen before that time by any Roman leader. The Bastarnae, the Scythians, and the Sarmatians, who are on this side of the river Don and the kings further away, and the kings of the Albanians, of the Iberians, and of the Medes, sought our friendship through emissaries.

32. To me were sent supplications by kings: of the Parthians, Tiridates and later Phrates son of king Phrates, of the Medes, Artavasdes, of the Adiabeni, Artaxares, of the Britons, Dumnobellaunus and Tincommius, of the Sugambri, Maelo, of the Marcomanian Suebi (...) (-)rus. King Phrates of the Parthians, son of Orodes, sent all his sons and grandsons into Italy to me, though defeated in no war, but seeking our friendship through the pledges of his children. And in my principate many other peoples experienced the faith of the Roman people, of whom nothing had previously existed of embassies or interchange of friendship with the Roman people.

33. The nations of the Parthians and Medes received from me the first kings of those nations which they sought by emissaries: the Parthians, Vonones son of king Phrates, grandson of king Orodes, the Medes, Ariobarzanes, son of king Artavasdes, grandson of king Aiobarzanes.

34. In my sixth and seventh consulates (28-27 B.C.E.), after putting out the civil war, having obtained all things by universal consent, I handed over the state from my power to the dominion of the senate and Roman people. And for this merit of mine, by a senate decree, I was called Augustus and the doors of my temple were publicly clothed with laurel and a civic crown was fixed over my door and a gold shield placed in the Julian senate-house, and the inscription of that shield testified to the virtue, mercy, justice, and piety, for which the senate and Roman people gave it to me. After that time, I exceeded all in influence, but I had no greater power than the others who were colleagues with me in each magistracy.

35. When I administered my thirteenth consulate (2 B.C.E.), the senate and Equestrian order and Roman people all called me father of the country, and voted that the same be inscribed in the vestibule of my temple, in the Julian senate-house, and in the forum of Augustus under the chariot which had been placed there for me by a decision of the senate. When I wrote this I was seventy-six years old.

Appendix

Written after Augustus' death.

1. All the expenditures which he gave either into the treasury or to the Roman plebs or to discharged soldiers: HS 2,400,000,000.

2. The works he built: the temples of Mars, of Jupiter Subduer and Thunderer, of Apollo, of divine Julius, of Minerva, of Queen Juno, of Jupiter Liberator, of the Lares, of the gods of the Penates, of Youth, and of the Great Mother, the Lupercal, the state box at the circus, the senate-house with the Chalcidicum, the forum of Augustus, the Julian basilica, the theater of Marcellus, the Octavian portico, and the grove of the Caesars across the Tiber.

3. He rebuilt the Capitol and holy temples numbering eighty-two, the theater of Pompey, waterways, and the Flaminian road.

4. The sum expended on theatrical spectacles and gladiatorial games and athletes and hunts and mock naval battles and money given to colonies, cities, and towns destroyed by earthquake and fire or per man to friends and senators, whom he raised to the senate rating: innumerable.

THE END

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Augustus Discussion Questions for Week 11

First, read the *Res Gestae*. Then choose one of the following questions to answer:

1. For whom was the *Res Gestae* intended? How successful is it at accounting for the facts of Augustus' life? How convincing is it?
2. What does Augustus' seem to be the most proud of in the *Res Gestae*? What understanding of the aims and purposes of his reign can we gain from it?

Finally, post your written response to your chosen question online in the appropriate discussion forum.

Participating in Threaded Discussions for Weekly Readings

This class will use threaded discussions to cover topics, issues, and other questions that I pose to begin, extend and augment our class discussions. These discussions will focus primarily on primary source sources that I have placed online for you to read each week, or assigned from the collection of *Lives*. A threaded discussion is a public discussion - that is, other students can read your comments. I expect everyone in the class to participate in the discussions. It will be impossible to get an "A" in the course without participating in the threaded discussions. Anyway, it sharpens your thinking and writing skills, and it is fun.

Basic Format for online discussions

Each week there will be a question posted in the discussion section of Moodle. To properly answer the questions, you will first need to read the primary source readings posted for each topic in Moodle. These primary sources will include writings, artwork, photos, and video clips. (In addition to using these sources to answer the discussion questions, they will be on the written exams.) After studying these sources, you will need to post a thoughtful, well-articulated response to the posted question by Saturday evening. By Sunday evening you will need to have posted an additional response to the question that addresses one of your fellow students' responses. This response will also require more thought and work than "I agree with so and so." You will need to consider how you respond to the posted questions and how you respond to the other posted responses to ensure that a meaningful learning experience occurs. You will receive points for your responses based on your effort and the quality of your responses. There are 14 discussion activities and your responses each week will be graded and you can earn 10 points for posting and responding to the discussions based on the following grading rubric.

Basic Rules of Engagement for online discussions

- All posts must be thoughtful and civil. Remember the deliberative virtues of clarity, consistency and humility. No personal attacks will be tolerated.
- Read all the previous posts prior to your entering a particular discussion. Do not just post to my initial question or issue, but consider your peer's responses.
- Do your best to write well. Try to use complete sentences and proper grammar. Think in paragraphs, not sentences! Avoid overly brief responses.
- Keep your comments topic-related and to the point.
- Use a variety of responses.
- Elaborate upon, justify, or support your ideas and include brief quotes from your readings to support your viewpoints.
- Point out how a classmate's comment relates to one you made earlier.
- Express some of your "self" in your post.
- Post on time.

Grading Rubric 0-10 points

Original Posting (7 points):

1. Mentions at least 2 specific points from the article or reading. (1 point)
2. Relation of new information to old information learned in the course to date. (1 point)
3. Relation of information in article or reading to personal experience. (1 point)
4. Discussion at a critical level, not just recitation of facts from the article. (3 points)
5. Length of posting approximately 1 word processing page. (1 point)

Reply to Others' Postings (3 points):

1. Discuss one point you like/agree with, and one point you dislike/disagree with, and explain why. (2 points)
2. Length should be about 1/2 page in length (approximately 100 words). (1 point)

* Please do not just tell me what the article or reading states...I already know this.

Discussion at a critical level means discussing things such as your opinion of the point mentioned, why you hold that opinion, what you see wrong with the point mentioned, how you see the point consistent/inconsistent with what you have learned so far, implications for the future, consistencies/inconsistencies within the article or reading itself, and so forth. In other words, critiquing a reading means analyzing the good and/or bad aspects of the article and justifying your analysis.

At the end of each week, I will send out an email summarizing the week's discussion and adding my thoughts to the discussion.