

School of Arts and Humanities
HIST 532
The Roman Republic and Empire
3 Credit Hours
16 Weeks

Graduate students are encouraged to take required or core courses prior to enrolling in the seminars, concentration courses or electives.

Table of Contents

Instructor Information	Evaluation Procedures
Course Description	Grading Scale
Course Scope	Course Outline
Course Objectives	Policies
Course Delivery Method	Academic Services
Course Materials	Selected Bibliography

Instructor Information

[Table of Contents](#)

Course Description (Catalog)

This course is a study of Roman civilization from its beginnings to the collapse of the Western Roman Empire in the 5th century AD. The course emphasizes ancient Rome's constitutional, political, economic, social, diplomatic, military, naval, maritime, artistic, architectural, engineering, legal, philosophical and intellectual dynamics. Key topics include the Roman way of land and naval warfare, maritime trade and the economy, Punic and Gallic Wars, imperial expansion, transition from Republic to Empire, the Imperial system, Republic and Imperial constitutions, and the impact of Ancient Rome on the evolving Western Civilization.

[Table of Contents](#)

Course Scope

HIST 532: The Roman Republic and Empire, encompasses the History of Rome from its foundations as a tiny monarchical Italian city-state, through the establishment of the Roman Republic, the territorial expansion throughout the Mediterranean to the gradual emergence of the Roman Empire with the attendant collapse of the Republican polity and the establishment of an imperial monarchy through to the decline and collapse of the Western Roman Empire in the late 5th Century AD. The major areas of emphasis will be: establishment of Rome from the Greek and Etruscan roots; establishment of the Republic and Imperial constitutions; economics, social and religious norms, art, architecture, literature, and culture of the Roman World; civil wars and the rise of the conquering generals; rise of Julius Caesar and the establishment of emperorship; growth of the Empire and military conflict with other peoples; gradual Imperial decline; establishment of Christianity; role, form and structure of the Roman Army; Roman military strategy; foreign policy, diplomacy and relations with the "barbarian" tribes and other peoples.

[Table of Contents](#)

Course Objectives

After successfully completing this course, you will be able to:

- 1.) Summarize the major milestones in the evolution of the Roman Republic to the Roman Empire.
- 2.) Distinguish the major operational events of the imperial and civil wars of Rome between 509 BC and AD 476.
- 3.) Compare the major technological, doctrinal and organization developments and techniques used by the Roman Army to expand and defend the resultant Empire.
- 4.) Analyze the strategic and operational situation relative to other Mediterranean powers throughout the period of the rise of the Roman Empire.
- 5.) Evaluate the influence of Roman political, social, constitutional, religious, artistic, and economic norms and practices on the evolution of a "Western" culture.
- 6.) Analyze the role of emperorship in governing the Roman World after 30 BC.

7.) Analyze the structure of the Roman Republic constitution in terms of effective governance and management of an expanding empire between 500 BC and 30 BC.

8.) Synthesize an argument in favor of or opposing the proposition that there is a distinct "Roman way in warfare" and support the thesis based on interpretations of tactical doctrine, operational art, strategic thinking, political considerations, diplomacy, financial structures, social and religious norms, and geographic considerations as demonstrated by the imperial and civil wars of Rome.

[Table of Contents](#)

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials (Located in Resources in SAKAI) and access to the online learning management system (SAKAI) will be made available to each student. Online assignments are due by Sunday evening of the week except as otherwise noted and include discussion questions (accomplished in Forums), examinations, and individual assignments submitted for review and evaluation by the Faculty Member. Assigned faculty will support the students throughout this course.

[Table of Contents](#)

Course Materials

Required Course Textbooks:

Cary, Max and Howard H. Scullard. ***A History of Rome: Down to the Reign of Constantine***, 3rd Edition. New York: St. Martin's Press, 1975.

Garnsey, Peter and Richard P. Saller. ***The Roman Empire: Economy, Society and Culture*** (Omite British Commonwealth). Berkeley, CA: University of California Press, 1987.

Luttwak, Edward M. and J.F. Gilliam. ***Grand Strategy of the Roman Empire: From the First Century A.D. to the Third***. Baltimore, MD: The Johns Hopkins University Press, 1979.

Suetonius, Robert Graves (trans.) and Michael Grant. ***The Twelve Caesars*** (Penguin Classics). New York: Penguin Books, 1957.

Additional Recommended Reading:

Le Glay, Voisin, Bohec *et al.* ***A History of Rome***. 3rd Edition

Hildinger, Erik, ***Swords Against the Senate: The Rise of the Roman Army and the Fall of the Republic***.

NOTE 1: There are a number of editions available, particularly the Cary and Suetonius books. The syllabus provides the chapter numbers, which should be a sufficient guide regardless of the particular edition. All editions of all required readings are acceptable for this course.

NOTE 2: The LeGlay and Hildinger books are **highly recommended reading**. However, you may receive one or both in your MBS book issue. For this reason, I have included the appropriate pages from these works in the Required Reading by week listing below. They may be used for both the Book Reviews and for paper research sources.

RECOMMENDED REFERENCES (For All History Majors)

- *The Chicago Manual of Style*, 15th ed. Chicago: University of Chicago Press, 2003.
- Turabian, Kate L. *Manual for Writers of Term Papers*, 6th Edition. Chicago: University of Chicago Press, 1996. *Purchase Optional*.
- Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6th ed. New York: Longman, 2007.

Accessible through [The Online Library](#).

IMPORTANT NOTE:The Department of History and Military Studies requires conformity with the traditional University of Chicago Style Manual and its Turabian offshoot. Citations will follow traditional footnote attribution. Do not use endnotes or parenthetical (MLA) variation.

[Table of Contents](#)

Websites

In addition to the required course texts the following public domain Websites are useful. Please abide by the university's academic honesty policy when using Internet sources as well. Note web site addresses are subject to change.

Site Name	Website URL/Address
Attalus (Greek/Roman Authors)	http://www.attalus.org/
Roman History Timeline	http://www.exovodate.com/ancient_timeline_one.htm
Roman Sources	http://www.hadrians.com/rome/romans/sources/roman_sources.html
The Roman Empire	http://www.roman-empire.net/
Roman Internet Sources	http://www.wsu.edu/~dee/ROMINRES.HTM
Forum Romanum	http://www.forumromanum.org/life/johnston_2.html

Copyright/Fair Use Notice: Electronic readings may be provided by way of licensed materials in the Online Library, but also in keeping with Fair Use exemptions for educational purposes under U.S. Copyright Law.

[Table of Contents](#)

Evaluation Procedures

Describe how you will evaluate your students for each graded activity as described below:

Forums:

Forums are graded out of 10 points and are due at the end of each week. They constitute 20% of the final grade. They are based on the quality of content, not necessarily the quantity of posts. You should submit a significant response to each discussion question in the forum and then respond to classmates (2-3) posts for full credit.

Assignments: There are four major written assignments for the course; two book reviews, a research paper, and a final examination.

The book reviews are each worth 10 points, and are based either on pre-approved books, which are listed at the end of the syllabus, or student suggested titles. In both cases, the student must discuss book choices with the instructor for approval. The texts themselves should be graduate-level and academic or scholarly in nature.

Book Reviews are to be approximately 1,500 to 2,000 word (roughly 6 to 8 typed, double-spaced pages) synopses/analyses of academically critical monographs; each counts 10% of the course grade. Book reviews consist of the following essential elements: 1) *brief synopsis* of the subject material; 2) *brief synopsis* of the central theses or themes; and, 3) *student's analysis* of the book with attention to its authority, structure, relevance, presentation of data, use of sources, etc. Book Reviews are due by the end of Week 4 for Book Review # 1 and the end of Week 7 for Book Review #2.

NOTE: COURSE TEXTS CANNOT BE USED FOR THE BOOK REVIEWS.

Exams:

There is a final exam for the course. The exam is worth 20% of the final; grade, and it is due on the last day of the course. It will be emailed by the instructor at the beginning of Week 16 and you will have the whole week to respond to four broadly themed questions based on course discussion and reading. Detailed instructions will accompany the exam questions.

The Final Exam tests the ability of the student to combine factual data presented in the readings with the analyses of events, trends, actions, etc. argued by the various historians in order to derive and construct logical, factual, rational, well crafted essay responses to broad issues addressing logistics in the history of Ancient Rome. Prior to the exam, students should prepare informal outlines (as a study guide) that address the essential themes or elements inherent in each of the nine overall course objectives listed above. The comprehensive final exam will reflect, in essay question format, at least four of these nine broad objectives. Use the Objectives given in each of the weekly topics as guides as to the important issues that should be reflected in the exam responses. Students must demonstrate a command of the critical facts and present their analytical arguments based on their perceptions as derived from the readings as well as their own thought processes.

Each essay will take about 45-60 minutes to answer, therefore, decide in advance what key points to address. Not, more than four to six brief points can be adequately addressed in the time limit. One cannot address every aspect of a question in a short essay. Choose the points to write about and build a solid response around them rather than writing scatter gun answers that lack focus and detail.

Topic and Research Paper Proposal:

By the end of the Week 3 of the course, you should submit an informal proposal for your research paper for the course. This should include the topic, relationship to the course and readings, and how the proposed thesis makes a historiographical argument. You must also include a preliminary bibliography of sources you intend to use for the paper.

Final Research Paper:

The Research Paper for the course is worth 20% of the final grade.

The Research Paper assignment is to write a **critical analysis** of a major facet of the history of Ancient Rome from the beginning until the fall of the Western Roman Empire in the 5th Century AD.

The Research Paper must use a minimum of **eight (8) academically critical sources**. While an encyclopedia may be useful as a starting point, it cannot count as one of the eight sources. Similarly, the textbooks will not count as one of the eight basic sources; however, their use is certainly encouraged (there may be exceptions to this rule depending on circumstances—if this is the case, consult the Professor). If there is a question as to whether a source meets these criteria, contact the Professor for a verdict. These sources may all be secondary, but primary sources, if available, may also be used. The student is encouraged to use as many sources as appropriate. However, a huge bibliography will not compensate for a weak or poorly-constructed argument. *Students are highly encouraged to use the APUS Online Research Center (ORC) for additional sources and references. Also, books are available via Interlibrary Loan through the ORC. Primary sources obtained from a scholarly institution via the Web may be used as an academically critical source.*

Research Papers consist of the following essential elements: 1) **introduction** providing a thesis statement and a brief synopsis of the argument; (2) **body** providing a discussion of three (3) to five (5) central themes supported by properly cited authoritative sources; and, 3) **conclusion** drawing together the themes of the paper in a succinct and persuasive manner. Use as a guide the [Six Cornerstones of a Successful Research Paper](#) below:

- 1.) It addresses the issues in a highly analytical manner and does not detour into historical narration for its own sake.
- 2.) It proposes a well-defined thesis, stated early on.
- 3.) It presents evidence to support that thesis.
- 4.) It addresses specific course themes, concepts and objectives.
- 5.) It addresses, explicitly or implicitly, opposing arguments or weaknesses in the thesis and supporting evidence.
- 6.) It accomplishes the above in a clear and well-organized fashion.

Avoid over quoting. Never present more than a few illustrative words or phrases from a source. If a long passage or person's statement is needed, then simply present an interpretation of what they said and what it meant, rather than quoting the entire passage. Use proper citation.

Neatness, proper format, spelling, correct grammar, punctuation, proper citation, etc., all count. Consult Strunk and White's ***The Elements of Style***, Turabian's ***A Manual for Writers*** or ***The Chicago Manual of Style***.

Provide a complete bibliography at the end of the paper. Notes must be used to quote a source's exact word(s) or ideas and may also be used to comment or expand upon a point made in the text. Notes may be presented as footnotes or endnotes. Whichever format is used, it must be consistent and correct.

For all submissions, attach a cover page with the title of the paper, student's name, student number, the course number and title, and the submittal date. Number each page. All papers must be *double-spaced*.

The recommended length of the Research Paper is 15-20 pages or 4000-5000 words exclusive of title page, reference citations (from multiple sources), and a bibliography. Internet sources (web sites) should be rarely used, if ever. Exceptions are scholarly websites and documents available through the APUS Online Library (*Wikipedia* is not considered a valid academic source). The same is true for encyclopedias. All research papers require footnotes or endnotes.

Graded Instruments	Points	Percentage
Book Review #1	100	10%
Book Review #2	100	10%
Research Paper	100	20%
Final Exam	100	20%
Forums	100	20%
Total	500	100%

[Table of Contents](#)

Weekly Course Outline

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

[Table of Contents](#)

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
-				
1 6-12 MAY	Genesis of Rome to 509 BC	<p>Scope: This lesson covers the establishment of a minor city-state on the Tiber River of Central Italy and the evolution of Rome down to the expulsion of Tarquin, the last Etruscan king to rule Rome.</p> <p>Objectives: Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Comprehend the principle events in the establishment of Rome as a sovereign city-state;</p> <p>LO-2) Analyze the political, constitutional, economic, social, religious and diplomatic context of Rome prior to</p>	<p>Required Readings: Cary, <i>Chapters 1-6</i>; Le Glay, <i>Chapters 1, 2</i>.</p>	<p>Check in to the course by posting your introduction in the Introduction s Forum.</p>

		independence.		
2 13- 19 MAY	Early Roman Republic	<p>Scope: This lesson covers the establishment of the early Roman Republic following the expulsion of the Etruscan monarchy. It concentrates on: the Patricians and Senate as the primary drivers of Roman political life; conflict with the Plebeians over relative political power; the nature of the constitution; and the economic, social and cultural life of the early Republic.</p> <p>Objectives: Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Summarize the principle events</p>	<p>Required Readings: Cary, <i>Chapters 7, 9, 11</i>; Le Glay, <i>Chapter 3</i>.</p>	<p>Contact Professor to discuss Book Review selections.</p>

		<p>of the establishment and evolution of the early Roman Republic down to about 100 BC;</p> <p>LO-2) Analyze the political, constitutional, economic, social, religious and diplomatic context of Rome in this period.</p>		
<p>3 20- 26 MAY</p>	<p>Imperial Expansion</p>	<p>Scope: This lesson covers the beginnings of Roman imperial expansion in Italy and the resultant emerging conflict with Carthage in North Africa. It concentrates on the early citizen-based Roman Army, tactics, doctrine, operational concepts, and Roman military strategy.</p> <p>Objectives: Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Comprehend the principle events</p>	<p>Required Readings: Cary, <i>Chapters 8, 10,</i> Le Glay, <i>Chapters 4, 5.</i></p>	<p>Discussion #1</p> <p>Submit research paper topic and proposal.</p>

		<p>in the expansion of Roman hegemony throughout the Italian Peninsula;</p> <p>LO-2) Analyze the technological, doctrinal, tactical, operational, and strategic aspects of the early Roman Army;</p> <p>LO-3) Analyze the impact of the pressure placed by the Plebeians on the state to expand constitutional, social, political, and economic rights.</p>		
<p>4</p> <p>27</p> <p>MAY-</p> <p>2</p> <p>JUN</p>	<p>Punic Wars</p> <p>and</p> <p>Mediterranean</p> <p>Domination</p>	<p>Scope: This lesson covers the struggle with Carthage for domination of the Western Mediterranean Sea and the rise of Roman hegemony beyond the Italian Peninsula, particularly into Greece and Asia Minor between 264 and 133 BC. It concentrates on the strategic and operational planning and execution as each side strove to win a decisive</p>	<p>Required Readings: Cary, <i>Chapters 12-16.</i></p>	<p>Book Review #1</p>

struggle.

Objectives: Upon completion of this lesson, the student will be able to:

LO-1) Comprehend the principle events of the Punic Wars and later expansion eastward towards Asia;

LO-2) Comprehend the state of the opposing forces from the viewpoint of a "way in warfare";

LO-3) Analyze the strategic, operational, tactical, and doctrinal military characteristics of Rome, Carthage, and the Greeks;

LO-4) Analyze the political, constitutional, economic, and social context of Rome within which imperial expansion occurred.

<p>5 3-9 JUN</p>	<p>Politics, Economics, and Society in the Late Republic</p>	<p>Scope: This lesson covers the period from the great imperial expansion of the Third Century BC through the Late Republic. It concentrates on domestic politics, economics, constitutional evolution, culture and religion and the governance of the newly-acquired provinces, particularly the growing influence of successful conquering generals on domestic politics.</p> <p>Objectives: Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Comprehend the principle events of the period from the beginnings of imperial expansion beyond Italy down to the period of civil war and domestic unrest caused by the growing Empire and the rise of prominent conquering generals by the 1st Century BC;</p>	<p>Required Readings: Cary, <i>Chapters 17-19</i>; Hildinger, <i>All</i>.</p>	<p>Discussion #2</p>
---	---	---	--	-----------------------------

		<p>LO-2) Analyze the domestic context of the late Roman Republic;</p> <p>LO-3) Analyze the role played by imperial growing pains on the domestic political, economic, and constitutional context of the late Roman Republic;</p> <p>LO-4) Comprehend the nature of religion in Rome and the growing Empire.</p>		
<p>6</p> <p>10-16</p> <p>JUN</p>	<p>Fall of the Roman</p>	<p>Scope: This lesson covers the beginnings of the fall of the Roman Republic in 133 BC with the Gracchi down to the end of the Parthian War in 49 BC. It concentrates on the rise of the conquering generals, civil war, and the breakdown of the Republic's constitution under the stresses of civil strife and imperial expansion and governance, the rise</p>	<p>Required Readings: Cary, <i>Chapters 20-25:</i></p>	<p>Discussion #3</p>

	<p>Republic</p>	<p>of military tyrants such as Sulla and the re-establishment of domestic order under the First Triumvirate.</p> <p>Objectives: Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Comprehend the principle events of the decline of the Roman Republic through the period of civil wars and domestic strife;</p> <p>LO-2) Analyze the impact of imperial expansion and domestic discontent on the political and constitutional context of the Republic;</p> <p>LO-3) Analyze the impact of civil strife as characterized by the Gracchi and the agitation of the Plebeians on the Roman constitution;</p>	<p>Hildinger, <i>All</i>; Le Glay, <i>Chapter 6</i>.</p>	
--	------------------------	--	--	--

		LO-4) Analyze the impact of the rise of the generals with armies loyal to commanders instead of the state on the political and constitutional nature of the Republic.		
7 17-23 JUN	Julius Caesar	<p>Scope: This lesson covers the events of the political and military career of Gaius Julius Caesar. It concentrates on his campaign in Gaul, rise to political prominence as a conquering general, political conflict at home, decision to wage civil war, and establishment as a virtual dictator.</p> <p>Objectives: Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Comprehend the principle events of the career of Julius Caesar;</p> <p>LO-2) Analyze the impact of Caesar's life and</p>	<p>Required Readings: Cary, <i>Chapters 26, 27</i>; Suetonius, <i>Chapter I.</i></p>	<p>Book Review #2</p>

		<p>accomplishments in terms of the eventual downfall of the Roman Republic and the rise of emperorship;</p> <p>LO-3) Analyze the events of the conquest of Gaul on the rise of Caesar.</p>		
<p>8</p> <p>24-30 JUN</p>	<p>Beginnings of Imperial Rome</p>	<p>Scope: This lesson covers the civil war sparked by the assassination of Caesar in 44 BC and the formation of the Second Triumvirate down to the final victory of Octavian at Actium in 31 BC. It concentrates on the increasing political instability as the Republic collapsed and the rise of Octavian as the heir to Caesar.</p> <p>Objectives: Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Comprehend the principle events of the period following the assassination of</p>	<p>Required Readings: Cary, <i>Chapter 28</i>; Le Glay, <i>Chapter 7</i>.</p>	<p>Discussion #4</p>

		<p>Julius Caesar;</p> <p>LO-2) Analyze the underlying reasons for the breakdown of the late Republican polity;</p> <p>LO-3) Analyze the social context on Rome in a time of tremendous political and constitutional ferment.</p>		
<p>9</p> <p>1-7 JUL</p>	<p>The Early Empire</p>	<p>Scope: This lesson covers the period of the early Empire. It concentrates on contextual issues including religion, art, architecture, economy, social structures, literature, science, philosophy, and Roman culture.</p> <p>Objectives: Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Comprehend the principle trends in Roman philosophy, culture, arts, society, religion, etc. in the</p>	<p>Required Readings: Cary, <i>Chapters 29, 34</i>; Garnsey, <i>Chapters 1-5</i>.</p>	<p>Discussion #5</p>

		<p>early Imperial period;</p> <p>LO-2) Analyze the influence of a vibrant Roman culture in terms of an expansive and encompassing Roman World.</p> <p>LO-3) Comprehend the political and constitutional norms established by Octavian (Augustus Caesar) in the first years of the Empire.</p>		
<p>10</p> <p>8-14</p> <p>JUL</p>	<p>Establishment of Emperors: Augustus and the Julio-Claudians</p>	<p>Scope: This lesson covers the rise of Octavian as the "first citizen of Rome" to a nearly dictatorial status that now is regarded as the beginning of emperorship and continues on through the Julio-Claudian line of emperors related to Julius Caesar. It concentrates on the evolution and transformation of the many civic and military offices of Augustus into a definitive executive</p>	<p>Required Readings: Cary, <i>Chapters 30-33</i>; Le Glay, <i>Chapters 8, 9</i>; Luttwak, <i>Chapter 1</i>; Suetonius, <i>Chapters II - VI</i>.</p>	<p>Discussion #6</p>

position with specific powers and authority while still retaining many of the constitutional aspects of the old Republic, including the advisory Senate as the Roman World finally transforms from the Republic to the Empire. Additionally, this lesson addresses the domestic aspects of the Julio-Claudians as well as the dynamics of ruling a distant and ever-expanding Empire.

Objectives: Upon completion of this lesson, the student will be able to:

LO-1) Comprehend the principle domestic, political, constitutional and imperial events of the period from 31 BC through the end of the reign of Nero in AD 68;

LO-2) Analyze the importance of the consolidation of power into the hands of a single person

		<p>beginning with Augustus on Roman politics, diplomacy, constitutionalism, domestic policy, social structures and the Roman Army;</p> <p>LO-3) Analyze the political and constitutional norms established by Octavian (Augustus Caesar) in the first years of the Empire.</p>		
<p>11</p> <p>15-21 JUL</p>	<p>Imperial Turmoil</p>	<p>Scope: This lesson covers the period of the revolt against Nero in AD 68 through the instability of the succeeding emperors coupled with the inability to control aggressive military pretenders, through the re-establishment of order under the Flavians to AD 96. It concentrates on the continuing conflict between the Senate and an overarching imperial executive as well as imperial expansion, including the continued conquest of Britain and the extension to the Rhine and Danube frontiers.</p>	<p>Required Readings: Cary, <i>Chapters 35, 36</i>; Le Glay, <i>Chapter 10</i>; Luttwak, <i>Chapter 2</i>; Suetonius, <i>Chapters VII - XII</i>.</p>	<p>Discussion #7</p>

Objectives: Upon completion of this lesson, the student will be able to:

LO-1) Comprehend the principle events of the period from Nero's assassination through the Flavian emperors;

LO-2) Analyze the dynamics of imperial expansion in the east and north as well as the continuous evolution of a new Roman constitution and the impact on institutions and culture;

LO-3) Analyze how the new constitutional norms of the Empire are used to govern the expanding empire;

LO-4) Analyze the causes for and dynamics of the breakdown in political order in Rome following the assassination of

		Nero.		
12 22- 28 JUL	The Five Good Emperors	<p>Scope: This lesson covers the period AD 96 through 180, known as the era of the "Five Good Emperors" in which political order and stability flourished as did the extension of Roman culture around the Mediterranean. It concentrates on the reigns of the five emperors from Nerva through Marcus Aurelius, particularly constitutional and legal development, imperial finance, diplomacy and foreign policy and the continuing evolution of the Army from a citizen force for conquest in the old Republic to a professional army for frontier defense by the end of the period. Additionally, it examines the nature of Roman domestic life in the early Imperial period.</p> <p>Objectives: Upon completion of this lesson. the student</p>	<p>Required Readings: Cary, <i>Chapters 37-39</i>; Garnsey, <i>Chapters 6-8</i>; Le Glay, <i>Chapter 11</i>.</p>	Research Paper

		<p>will be able to:</p> <p>LO-1) Comprehend the principle events of the era of the "Five Good Emperors";</p> <p>LO-2) Analyze the impact of almost a century of political stability and the orderly transition from one emperor to the next on the political, social, diplomatic, domestic, constitutional, and economic context of the Empire as well as the impact of "The Peace of Rome" on order and stability in the Mediterranean;</p> <p>LO-3) Analyze the role of the Army in maintaining the "Peace of Rome."</p>		
		<p>Scope: This lesson covers the breakdown of the "Peace of Rome," frontier security, the economy, and a ferment in religion and the challenge to old societal and cultural norms along</p>		<p>Discussion #8</p>

<p>13</p> <p>29 JUL- 4 AUG</p>	<p>Third Century Crisis</p>	<p>with the political instability following the death of Marcus Aurelius until the re-establishment of order with the reign of Constantine. It concentrates on the changing nature of the Army, particularly the "barbarization," the inability to control the frontier, the collapsing domestic economy, weak emperorship and the continuous domestic, financial, political and security crises of the period as the Empire matured as addressed by the political reforms under Diocletian.</p> <p>Objectives: Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Comprehend the principle events of the period from the death of Marcus Aurelius in AD 180 to the reign of Constantine in the Fourth Century AD;</p> <p>LO-2) Analyze the</p>	<p>Required Readings: Cary, <i>Chapters 40, 41</i>; Le Glay, <i>Chapters 12-14</i>; Garnsey, <i>Chapters 9, 10</i>; Luttwak, <i>Chapter 3</i>.</p>	
--	--	---	---	--

		<p>reasons for the instability and decline in Rome's ability to maintain a secure Empire as well as the changing nature of Roman military strategy for imperial defense;</p> <p>LO-3) Analyze the reasons for the decline of Rome in the 3rd Century AD.</p>		
<p>14</p> <p>5-11</p> <p>AUG</p>	<p>Constantine and Christian Rome</p>	<p>Scope: This lesson covers the reign of Constantine and the return to relative imperial stability, particularly the acceptance of Christianity. It concentrates on the continuing frontier defense problem and the practice of the Diocletian political reforms under Constantine, particularly the final establishment of an absolute monarchy as well as the political, cultural, and social context of the late Imperial period.</p> <p>Objectives: Upon completion of this lesson, the student</p>	<p>Required Reading: Cary, <i>Chapters 42, 43</i>; Le Glay, <i>Chapters 15-18</i>; Luttwak, <i>Epilogue</i>.</p>	<p>Discussion #9</p>

		<p>will be able to:</p> <p>LO-1) Comprehend the principle events of the reign of Constantine;</p> <p>LO-2) Analyze the impact of a century of instability on Roman politics, constitutionalism, domestic society, economics, foreign relations, strategic thinking, and religion by the late Imperial period;</p> <p>LO-3) Analyze the impact of the rise of Christianity on the Roman world.</p>		
--	--	---	--	--

<p>15</p> <p>12-18</p> <p>AUG</p>	<p>Retrospect on The Roman World</p>	<p>Scope: This lesson provides a capstone to the History of Ancient Rome and pulls the various threads and themes together including the political, constitutional, religious, cultural, artistic, architectural, military, legal, domestic, and economic legacy of the Roman World for the Modern World.</p> <p>Objectives: Upon completion of this lesson, the student will be able to:</p> <p>LO-1) Comprehend the principle events of the Roman World from its foundation through the decline and fall of the Western Roman Empire in the late 5th Century AD;</p> <p>LO-2) Analyze the technological, doctrinal, organizational, tactical, operational and strategic aspects of the Roman military system that first conquered. then</p>	<p>Required Reading: Le Glay, <i>Chapter 19</i>.</p>	<p>Discussion #10</p>
--	---	--	---	------------------------------

		<p>defended a vast Empire;</p> <p>LO-3) Analyze the role played by the contextual aspects of the Roman World as listed in the above "Scope" in terms of the evolution of Rome and it's continuing legacy;</p> <p>LO-4) Analyze the contributions of the Roman world to the evolving Western Civilization.</p>		
<p>16</p> <p>19-25</p> <p>AUG</p>	<p>Final Examination</p>	<p>Scope: This lesson requires the student to complete the Final Examination.</p> <p>Objectives: Complete and submit Final Examination.</p> <p>CRITICAL NOTE: ALL EXAMS <u>MUST BE COMPLETED AND SUBMITTED</u> BY August 25.</p>	<p>Required Readings:</p> <p>None.</p>	<p>Final Exam</p> <p>Notes: Completed Exam should be uploaded into the Student Folder by midnight of the Sunday of Week 16.</p>

Policies

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

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Writing Expectations

Assignments completed in a narrative essay or composition format must follow the accepted guidelines of the American historical profession, which is the *Chicago Manual of Style*. This course will require students to use the citation and reference style established by Kate Turabian in *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. (Chicago, IL: University of Chicago Press, 1996), which is the most readily available distillation of the *Chicago Manual*. See [Chicago Style Manual](#)

The *Chicago Style Manual* for book-length works and its *Turabian* offshoot for research papers have long been the standard across all fields of study, as well as much of the publishing industry. These texts cover the layout and production gamut--including rules for chapter headings and subheadings, abbreviations, alphabetizing non-English names, and table design/designation.

Front matter--e.g., [title page](#), copyright statement, dedication, table of contents, lists of illustrations or tables, acknowledgements, [abstract](#).

Narrative with [scholarly attributions](#).
Back matter--[bibliography](#), appendices.

Citation and Reference Style

History papers are distinguished by standardized notational schema. These display the primary and secondary sources being quoted or used in the construction. Your professors will certainly call for footnotes or endnotes, but also may request a formal bibliography:

Endnotes/Footnotes, the primary focus in Turabian, are used to indicate the source of a quotation, paraphrase, or resources--as well as to add explanations or digressions outside the flow of the main narrative.

Bibliography is an optional device at the end of the paper, which highlights the materials cited as a separate, alphabetized list in addition to the endnotes or footnotes.

Turabian and the *Chicago Manual* use sequential Arabic numbers. The numbers are normally collective and at the end of quotations, paraphrased sentences, or paragraphs for collected references. Note numbers:

- o May be in-line, but preferably set in raised [superscript](#).¹
- o Should come at the end of the paragraph and collectively account for the resources used. Do not insert for each sentence. The exception is if a short quotation is used within a paragraph. Then cite as appropriate for the information preceding the quotation, the quotation itself (after commas, quotations marks, periods, or other final diacritics), and at the end of the paragraph if needed for subsequent information.
- o Must follow one another in numerical order, beginning with 1 and running continuously throughout the paper.

For a full explanation go to: <http://www.apus.edu/Online-Library/tutorials/chicago.htm#notation>

Late Assignments

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults,

students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

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

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

Disclaimer Statement

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

[Table of Contents](#)

Online Library

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

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

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. These are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., HIST500) or class name. If a guide you need isn't available yet, let us know by emailing the APUS Library: librarian@apus.edu

[Table of Contents](#)

Selected Bibliography

Please locate the Bibliography in Resources folder on the course website.