



History of Ancient Rome

HIA 321 • Spring 2022 • Prof. Wilson

Welcome to the course!

Welcome to **History of Ancient Rome**. Here's what you need to know to get started:

- 1 This course is in person, and the website is the syllabus. Everything you need for navigating the course requirements is here. If you want a PDF version of the full syllabus to reference or print, click on the printer icon at the top right of any page.
- 2 Watch the video first! It covers the key themes of the course and how things will work this semester. Then, enter the course and read through the requirements, expectations, and assignments.
- 3 Announcements and updates will be posted on the Announcements page and by email. Bookmark the Announcements page to stay up to date on changes and upcoming due dates.
- 4 If you have any questions, please don't hesitate to email me.

COURSE INFO

HIA 321: History of Ancient Rome. 3 hours, 3 credits. In-Person lecture. In this course we will explore the foundation and development of the Roman state, including the rise and decline of the Roman Republic and the establishment and fall of the Empire, with emphasis on its political, economic, social, and cultural achievements.

Details HIA 321-XH81 (51036), Spring 2022. Crosslisted with: HIA 721-XH81 (51052); LEH 354-XH81 (51013). Meetings: Thursdays 6:00–8:40 p.m., room TBA.

Instructor Dr. Mark B. Wilson, Adjunct Assistant Professor. Office: Carman 292.
Email: mark.wilson@lehman.cuny.edu. Website: markbwilson.com.

Office hours Tuesdays 11:00 a.m.–12:00 p.m and 5:00–6:00 p.m.; Thursdays after class

Rationale

The colossal achievement of the Romans—a single city indelibly suffusing its unique sensibility through the entire ancient Mediterranean world—is only part of the Roman story. The people of Rome gained economic, political, military, and cultural dominance over the ancient West and laid the foundations for the medieval and modern worlds through a fascinating mixture of synthesis and adaptation, on the one hand, and unshakable faith in the Roman identity, on the other. How the Romans acquired an empire, and how that empire constantly reshaped Roman society, tells us not only about the Western civilization that descended from them, but about the dynamics of society, empire, and power.

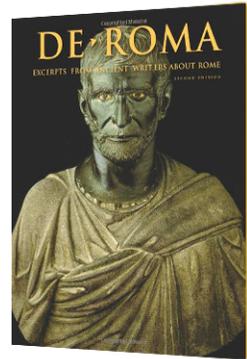
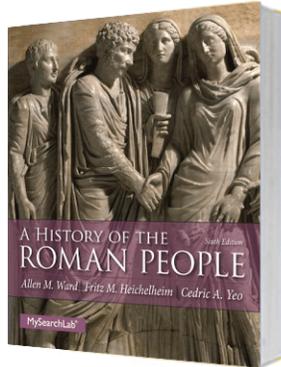
Specific Learning Objectives

In this course we'll be pursuing a number of goals, including:

- Exploration of the emergence of Roman civilization and its implications for humanity;
- Relation of the cultures and beliefs of other ancient Mediterranean societies to Rome's;
- Understanding the transformation of Roman social, military, religious, and other norms from the emergence of Rome as a city-state to its dominion of the Mediterranean world;
- Discussion of the relationship between the ideals of Roman tradition and the modern Western ethos; and
- Development of the skills associated with the study of history, including the interpretation of primary sources and other evidence.

BOOKS

The following two books are required.



1. *A History of the Roman People*, 6th edition

by Allen M. Ward, Fritz Heichelheim, & Cedric Yeo. Pearson, 2014. ISBN: 978-0-205-84679-5. \$87.78 (new print)

- **Getting this book:** A physical copy is available at Lief Library. Rent (new, used, or digital) or buy (new or used) via the Lehman Bookstore. Rent or buy (new or used) via Valore Books or Amazon. Buy (new or used) via Abe Books or Alibris. There is a digital copy of the fourth edition available to borrow for free at archive.org.
- **Older editions:** The fifth edition is similar, but previous ones are more significantly different. The 7th edition is now available and can be bought or rented as an eBook.

2. *De Roma: Excerpts from Ancient Writers About Rome*, 2d Edition

Ed. by Mark Wilson. 2013. 978-1-481-90543-5. \$8.00.

- **Getting this book:** There is a free and complete online version on the course website, so you need to buy it only if you want a physical copy in your hands. Rent or buy (new or used) via the Lehman Bookstore. Buy in Kindle or paperback (new or used) via Amazon.
- The Reader is available as a hardcopy book from the bookstore or via Amazon, or online on this website.

The assigned books are available from Lehman College Bookstore and from Amazon and other online retailers (try searching aggregators such as Bookfinder for the best deals). Make sure you do so enough in advance that you'll receive the books in time for the assignments.

GRADING

Your grade for the course will be determined from the following:

Quizzes	15%
Presentation and Write-Up on a Primary Source (2)	20%
Representations and Images Essay	10%
Position Paper	25%
Final Exam	30%

Quizzes

We'll have short quizzes at the start of most class meetings. These are to help gauge our relationship with the material in the readings. Quizzes are based on the material you've prepared for that class, including:

- the textbook assignment for that meeting as listed in the Schedule, and
- the excerpt you read from *De Roma* for that meeting.

If you did your reading for the class, you should be prepared for the quiz. Quizzes are always based on the materials assigned for that class meeting, even if I am slightly behind the syllabus in class. Make sure to always do the assigned readings.

Missed quizzes are not made up. If you come late to class and miss a quiz, you'll get a zero for that quiz. Therefore, please make sure you come to class on time and prepared.

Representations and Images Essay

You'll write an interpretive essay, a response to your choice of nonwritten artistic depictions of the ancient Roman world, including sculpture, painting, performance, or film, comparing the history that's come down to us with how the story and ideas has been represented.

We'll talk in class about what's expected. The specific assignments are given in the Essays page.

Presentation on a Primary Source (2)

You'll make two short presentations in class on one of the primary source excerpts assigned as class readings from *De Roma*, one in the first half of the semester and one in the second half. Your presentations will give the class your perspective on (a) what this reading means, (b) the author's perspective on the topics, and (c) how it relates to the material being discussed in the course. Do not merely describe the reading.

Sign up for these presentations on the sign-up sheets on the course website. Your presentation will be given the day that reading is assigned on the schedule.

A 2–3 page written version is due by the next class meeting after your presentation. The requirements are given in the Essays page.

Position Paper

You'll write an essay discussing a turning point in Roman history of your choice, examining the source material, causes, and effects of the event or transformation and drawing your own conclusions about its meaning. We'll talk about what's expected. The requirements are given in the Essays page.

Proposal. You will submit a proposal for the paper partway through the semester, so I can give you feedback on your plans.

Optional Draft. You can submit a draft of the paper to me up to two weeks before it's due; I'll give you some general feedback (but not a grade). Because I accept drafts, I do not allow students to submit revised versions of their final paper after the due date.

EXPECTATIONS

Attendance and Participation

- **Participation in class discussion is a required part of the course.** Missing classes will damage your grade.
 - Textbooks are designed to give you the basics; in our class meetings we try to make sense of things, and sift out what's important. Missing classes means you miss out on a key part of our trying to put things together.
 - If you miss quizzes, it will put a big crimp in your grade for the course. Quizzes are not made up, so the quizzes you miss will count against you.
- Religious observances that affect your class attendance should be discussed in advance.
- **If you are not feeling well**, please stay home.
- **If you have tested positive for COVID-19**, please contact the Health Center at med.requirements@lehman.cuny.edu as soon as possible after your positive test result to initiate contact tracing and to get connected to support services.

Guidelines

Don't waste this opportunity! Make the most out of this class.

- **Please use me as a resource.** Interact with me in class meetings online or send me emails with any questions you have—whether they relate to the requirements of the course, or to ideas we're reading about or discussing in class.
- **Come to the class meetings prepared.** By prepared, I mean you should have done the readings and videos for that day—and thought about them. Come in ready to talk about your reactions to the readings and the videos, and the questions they raised in your mind.
- **Check your email.** Make sure I have a good email address for you and check it, as I occasionally send information and updates by email. If you have not gotten an email from me within the first week after school begins, check your spam folders. If you can't find an email from me, send me an email to let me know how best to reach you.
- **Talk to me if you're struggling.** Reach out to me via email, and the sooner the better. Don't wait until it's too late to turn things around.

Submitting Assignments

All written assignments must be submitted via BlackBoard using the upload links there. BlackBoard is accessed through CUNY Login. If you have trouble with BlackBoard, please call the IT helpdesk at (718) 960-1111 or go the Lehman College BlackBoard support page. I won't accept written assignments by email. If BlackBoard itself is down, I'll announce alternative arrangements to the class.

Late assignments will be marked down. I accept late submissions, but there will be a penalty that will hurt your grade.

- Written assignments will be marked down one letter grade per class meeting after the assignment due date, up to a maximum of 30 points. That means you're still better off turning in your paper late, and having it be marked down, than not turning it in at all.
- I do not give extra credit opportunities except to the entire class. I do not grade on a curve.
- I do not give incompletes unless we've discussed and agreed on the grounds for giving one prior to the final exam.
- Make-up assignments or exams are given only in cases of documented medical emergency or comparable life disruption.
- I do not accept rewritten essays after an assignment has been submitted, graded, and returned; but some deductions are reversible (see the sample grading sheet on the Requirements page).

Any instances of plagiarism, whether on essays, papers, quizzes, or exams, will have dire consequences. See the policies page for what counts as plagiarism and the penalties involved in presenting the work of others as your own.

SCHEDULE OF READINGS AND ASSIGNMENTS

For each meeting, please come into class having read and thought about the readings assigned for that class.

To prepare for each meeting, you need to read: All of the listed sections from the textbook (Ward et al.), and at least one of the primary source readings from the Reader, *De Roma*.

Note on textbook readings: Ward writes short chapters around specific topics. I've kept the readings about the same from week to week.

1 Introduction and Evidence

Thursday, February 3

2 Tribes and Kings

Thursday, February 10

- I. Roman History: Its Geographic and Human Foundations (Ward 1–10)
- II. Phoenicians, Greeks, and Etruscans in Pre-Roman Italy (Ward 11–27)
- III. Early Rome to 500 B.C. (Ward 28–39)

Read one of these primary source documents from the Reader:

- DIONYSIUS / On the Subject of Roman History
- DIONYSIUS / Early Rules for Clients and Patrons
- LIVY / Numa's Religious Settlement
- LIVY / The Capture of the Sabine Women
- DIONYSIUS / Servius Tullius's Reform of the Comitia Centuriata
- LIVY / The Rape of Lucretia

3 Patrician and Plebeian

Thursday, February 17

- IV. Early Roman Society, Religion, and Values (Ward 40–55)
- V. From Tyrant Kings to Oligarchic Republic (Ward 56–74)

Read one of these primary source documents from the Reader:

- DIONYSIUS / Coriolanus Opposes the Plebs
- DIONYSIUS / The Tribunes and their Manipulation
- FRAGMENTS / The Twelve Tables
- LIVY, DIONYSIUS / The Roman Way of Declaring War
- CICERO, DIONYSIUS / The Mythology of the Farmer General
- LIVY / The Defeat of the Latins
- POLYBIUS / The Constitution of the Roman Republic

4 Conquering the West

Thursday, February 24

- VI. The Roman Conquest of Italy and Its Impact (Ward 75–89)
- VII. The First Punic War, Northern Italy, and Illyrian Pirates (Ward 90–101)
- VIII. War with Hannibal: The Second Punic War (Ward 102–111)

Read one of these primary source documents from the Reader:

- POLYBIUS / The Roman Maniple vs. the Macedonian Phalanx
- LIVY / The Samnites' 'Linen Legion' Remains Undaunted
- CORNELIUS NEPOS / Hannibal
- POLYBIUS / The Battle of Cannae
- LIVY, PRUDENTIUS / The Magna Mater
- POLYBIUS / The Siege of Syracuse

5 Acquisition of Empire

Thursday, March 3

- IX. Roman Imperialism East and West (Ward 112–128)
- X. The Transformation of Roman Life (Ward 129–142)
- XI. The Great Cultural Synthesis (Ward 143–153)

Read one of these primary source documents from the Reader:

- POLYBIUS / The Destruction of Corinth
- LIVY / Cato Opposes Extravagance
- PLAUTUS / From The Menaechmi
- VARIOUS / Accounts of the Roman State Religion
- VARIOUS / Slavery in the Roman Republic

6 Optimates and Populares

Thursday, March 10

- XII. The Gracchi and the Struggle over Reforms (Ward 154–164)
- XIII. Destructive Rivalries, Marius, and the Social War (Ward 165–175)
- XIV. Civil War and Sulla's Reactionary Settlement (Ward 176–183)

Read one of these primary source documents from the Reader:

- APPIAN / On Tiberius Gracchus
- PLUTARCH / On Tiberius Gracchus
- APPIAN / On Gaius Gracchus
- SALLUST / Speech of Marius Against the Nobility
- APPIAN AND PLUTARCH / Mithridates Against Rome
- APPIAN / Drusus and his Enemies
- LIVY, APPIAN / Sulla's Brutality

7 Crossing the Rubicon

Thursday, March 17

- XV. Personal Ambitions: The Failure of Sulla's Optimate Oligarchy (Ward 184–199)
- XVI. Caesar Wins and Is Lost (Ward 200–216)

Read one of these primary source documents from the Reader:

- SALLUST / Pompey's Letter to the Senate
- CICERO / Against Catiline
- APPIAN / Pompey's Conquest of the East
- ASCONIUS / The Murder of Clodius
- SUETONIUS / On Julius Caesar

Proposal due

8 End of the Republic

Thursday, March 24

- XVII. The Last Years of the Republic (Ward 217–230)
- XVIII. Social, Economic, and Cultural Life in the Late Republic (Ward 231–249)

Read one of these primary source documents from the Reader:

- PLUTARCH / The Assassination of Julius Caesar
- Q. CICERO / The Roman Candidate
- SALLUST / Life in Rome in the Late Republic
- CICERO / Scipio's Dream
- CICERO / On the Rise of Augustus

9 *Augustus, Princeps, Imperator*

Thursday, March 31

- XIX. The Principate of the Early Roman Empire Takes Shape (Ward 250–262)
- XX. Imperial Stabilization under Augustus (Ward 263–278)
- XXI. The Impact of Augustus on Roman Imperial Life and Culture (Ward 279–293)

Read one of these primary source documents from the Reader:

- CATULLUS / Selections
- HORACE / The Secular Hymn
- VELLEIUS PATERCULUS / The Battle of Teutoburg Forest
- AUGUSTUS / Acts of the Divine Augustus
- TACITUS / The Death of Augustus and the Accession of Tiberius Nero

10 *Succession and Empire*

Thursday, April 7

- XXII. The First Two Julio–Claudian Emperors: Tiberius and Gaius (Ward 294–305)
- XXIII. Claudius, Nero, and the End of the Julio–Claudians (Ward 306–316)
- XXIV. The Crisis of the Principate and Recovery under the Flavians (Ward 317–326)

Read one of these primary source documents from the Reader:

- CLAUDIUS / A Speech on Incorporating the Gauls
- SENECA / The Pumpkinification of Claudius
- TACITUS / The Principle of Adoption
- TACITUS / The Legions Proclaim Vespasian Emperor
- JOSEPHUS / The Roman Army in the First Century CE
- LEGAL TEXT / Law Concerning the Power of Vespasian
- SUETONIUS / How Domitian Attempted to Amuse the Populace

Images Essay due

11 *The Roman Peace*

Thursday, April 14

- XXV. The Five “Good” Emperors of the Second Century (Ward 327–342)
- XXVI. Culture, Society, and Economy in the First Two Centuries A.D. (Ward 343–366)

Read one of these primary source documents from the Reader:

- PLINY THE ELDER / The Grandeur of Rome
- PLINY THE YOUNGER / Panegyric Addressed to the Emperor Trajan
- PLINY THE YOUNGER / The Correspondence of a Provincial Governor and the Emperor
- STRABO, OXYRHYNCHOS PAPYRI / Egypt under the Roman Empire
- VARIOUS / Roman Educational Practices
- MARCUS AURELIUS / On the Virtue of Antoninus Pius
- EUTROPIUS / The Reign of Marcus Aurelius

12 *Third Century Crisis*

Thursday, April 28

- XXVII. Conflicts and Crises under Commodus and the Severi (Ward 367–381)
- XXVIII. The Third-Century Anarchy (Ward 382–391)
- XXIX. Changes in Roman Life and Culture during the Third Century (Ward 392–407)

Read one of these primary source documents from the Reader:

- ZOSIMUS / Imperial Weakness Invites Barbarian Aggression
- EUSEBIUS / The Persecution under Decius
- VOPISCUS / Aurelian’s Conquest of Palmyra
- HERODIAN / How Didius Julianus Bought the Empire at Auction
- VARIOUS / The Lives of Soldiers and Sailors

13 The New Empire

Thursday, May 5

- XXX. Diocletian: Creating the Fourth-Century Empire (Ward 408–419)
- XXXI. Constantine the Great and Christianity (Ward 420–431)
- XXXII. From Constantine’s Dynasty to Theodosius the Great (Ward 432–438)

Read one of these primary source documents from the Reader:

- DIOCLETIAN AND CONSTANTINE / Efforts to Stabilize the Economy
- EUSEBIUS / The Conversion of Constantine
- CONSTANTINE / The Edict of Milan
- SOZOMEN / Constantine Founds Constantinople, 324 CE
- JULIAN / Letter to Arsacius

14 The End of Antiquity

Thursday, May 12

- XXXIII. The Evolving World of Late Antiquity in the Fourth Century A.D. (Ward 439–453)
- XXXIV. Christianity and Classical Culture in the Fourth Century (Ward 454–471)

Read one of these primary source documents from the Reader:

- AMMIANUS MARCELLINUS / The Luxury of the Rich in Rome
- PROCOPIUS OF CAESAREA / Alaric’s Sack of Rome, 410 CE
- RUTILIUS NAMATIUS / The Greatness of Rome in the Days of Ruin, 413CE
- JORDANES / The Battle of Châlons, 451 CE

Position Paper due

Final Exam (6:00–8:00 p.m.)

Thursday, May 19

WRITTEN ASSIGNMENTS

For this course, you'll write a researched position paper (due at the end of the semester) and an essay on images of the ancient world. In addition, you'll also turn in the write-up of your in-class presentation and a proposal for your position paper.

Before uploading, make sure your essays meet the Requirements for All Papers. All written assignments must be submitted via BlackBoard.

Open the individual pages linked below for the details, requirements, and guidance.

	<i>Upload by</i>
Images Essay	April 7
Proposal	March 17
Position Paper	May 12
Presentation Write-Up	1 week after presentation

IMPORTANT

Watch the video. The overview video for each assignment explains what I want you to cover in the essay and what I'm expecting in terms of arguments, evidence, and structure.

Before you upload, make sure your essay meets the Requirements for All Papers, including formatting, structure, and citations. You will be marked down drastically if your paper is not properly cited. For how to do citations and bibliographies, see the Citations handout.

Essay on Representations and Images

The assignment: Write a 3- to 4-page essay using depictions of the ancient Roman world to take a position on the representations of ancient cultural ideas and beliefs, following one of the following two options.

OPTION 1: Two pieces in a museum

How a culture sees abstract ideas (masculinity, virtue, old age, divinity, and so on) is often reflected in its artwork. What can two different works of art depicting the same idea, but from different times or places, tell us about how the cultures that produced them?

For this option, you need to choose two works of art from the Roman world that (a) represent the same idea or concept but (b) come either from different periods or from different places in the Roman world.

In your essay, compare three things that these works have in common, using those comparisons to make an argument about what these two artists believed in and the insights this gives us into the times and places they came from.

Choosing your subjects

- Your two works of art must represent the same idea or concept. For example, you can choose two little girls, two warriors, two fertility goddesses, etc. The idea is to look for how similarities and differences in representations of the same idea tell us about the cultural beliefs and expectations that shaped the artists and their own culturally-conditioned visions of that idea.
- Your works of art must be from two different places or two different periods in the Roman world (before 500 CE). This allows you to talk about two separate societies and how they represent the same concepts differently. The two pieces can be in any visual medium: sculpture, painting, relief, etc..
- Ideally, you should experience the artwork face-to-face by attending a museum in person. Possible venues include: Metropolitan Museum's Greek and Roman Art Collection; and Fordham Museum of Greek, Etruscan and Roman Art. You are, of course, not limited to these venues, and you are not limited to New York.

Writing your paper

- **Choose three aspects** of the works you can discuss for both pieces that seem to reflect how the artist felt about the subject and what the subject stood for.
 - Some possibilities include facial expression, dress, use of technique or medium, stiffness/fluidity, apparent strength/weakness, idealism/realism, or any other elements offering some kind of insight into what the artist was trying to convey. Describe and discuss your subjective impressions of these three aspects in the two works.
 - For each aspect, compare how it manifests in the first piece; then talk about how the second piece is similar or different and in what way; and finally talk about what these similarities or differences tell us about what each artist believed about their subject and what that might tell us about the cultural beliefs they came from in relation to the subject being depicted.
 - For example: say the works you've chosen are two sculptures depicting a goddess of love from different cultures, and one has a crafty expression while the other has an innocent expression. The different facial expressions can be used to talk about how each artist, and the cultures they came from, might have thought about things like the gods' attitudes toward creating relationships between mortals; the nature of love; motivations of the gods, etc.
- **Make an argument** about how consistently the same core idea was seen in the two times or places that produced these two works. If art is an expression of cultural values, what do the differences between these works tell you about the respective cultures they come from? What do their similarities tell you about what these cultures have in common?
- On a separate "Works Discussed" page after your essay: List the title of each work, the artist, the approximate date it was created, the city or region it came from originally, and the name of the museum gallery where the work can be found. Paste in photographs of the items. If it's permitted at the museum, take a picture of the items while you're there. If it's not, find pictures of those specific items on the museum's web site.

OPTION 2: The ancient world on film

Every depiction of an historical event, whether in prose, poetry, painting, theater, or film, involves an artist using history to convey his or her own beliefs. What do the creators of the film and the authors of the source material it was based on want you to believe?

For this option, you need to choose a film that is set in the Roman world and that is based on an ancient primary source. In your essay, compare the agenda of the filmmakers with the agenda of the authors of the primary source. Describe and discuss the similarities and differences in how these creators reshaped this event for their own purposes. Use these similarities and differences to make an argument about the ways in which this particular event is leveraged to impose ideas on audiences and about what this event means to the people who create art about it.

Choosing your subjects

- First, choose and watch any feature-length film set in the Roman world (before 500 CE). You can also choose two episodes of a television series set in the ancient world.
- Then find the ancient primary source material it was based on and read it. For example, if you chose the movie *Gladiator*, which is set the reign of Commodus, the primary source you'd need would be the main ancient accounts of the life and times of Commodus..
- There is a list of suggested films and associated primary sources on the website, on the Images Essay page. Online English translations of ancient texts can be found on the Ancient Texts page on my website (linked to from the Resources page).

Writing your paper

- Choose three moments or depictions from the film and find the corresponding events or depictions in the primary source.
 - For each moment or depiction, describe and discuss how it appears in the film and how it is presented similarly or differently in the primary source material.
 - For example:
 - In the movie *300*, Xerxes and the Persians are depicted in a very distinctive and heavy-handed manner. If this is one of your three topics, could describe and discuss what tropes and visual and dialog cues the filmmakers were using to suggest how we should think of the Persians in the film, and why the filmmakers might have chosen to represent the Persians this way as part of their overall point about these events.
 - Meanwhile, Herodotos's presentation of the Persians is very different, which you can use to discuss what Herodotos wanted us to think about the Persians and the role he saw them as playing in this war.
 - After that, you could discuss how and why the two depictions are different and what this means for their two different perspectives on differences between Greeks and Persians.
- Use these similarities or differences to make an argument about (a) the agenda of the primary source author and how it compares to the agenda of the filmmakers, and (b) the ways this historical event is used by others to present their own ideas, and what this tells us about the shape and meaning of this event's impact and legacy on history.
 - **Please take note:** This essay is about the agenda of the primary source author as much as the filmmakers'. Do not use the source to "fact check" the film and list what it got "wrong". You must consider the primary source to be at least as skewed, manipulative, and agenda-driven as the film.
- On a separate "Works Discussed" page after your essay, list the title of film, year, director, stars and studio. Then list the book or books you drew your written evidence from, using standard citation style. The references to the primary source must also be properly cited in the text as usual.

Position Paper

You will be writing a 6- to 8-page position paper in which you express an opinion about a topic related to Roman history, and use evidence to back up that opinion. In this paper, you're taking a side on some question or controversy, and you're using reasoning and research to support your side of the argument.

We'll work through it in stages over the course of the semester. The first stages involve choosing a topic and writing a proposal.

A. Choose a Topic

First, choose one of the 13 meeting topics for the course and decide on a controversy or debate pertaining to that topic.

- You can choose something that the people at the time might have debated—e.g., “Is Greek culture degrading Roman virtue and old-fashioned values?” as a question arising in the late Republic, or a question arising among modern historians—e.g., “Did the Roman empire arise through conscious imperialism or ad hoc reactions to events?” In each case you need to outline both sides of the question and then provide evidence why you think one side was right.
- Choose a topic you're interested in and have fun with it. Make it wacky, make it provocative—anything is fine as long as you make an argument regarding your chosen topic and support it with facts.

B. Write a Proposal

The assignment: The proposal is just a brief one-page preview of your position paper. It should include:

- The topic you think you'll want to write about and the problem you're interested in addressing. You should be able to delineate the problem by describing the opposing views people might take. To make sure you have two clear opposing opinions, you might want to express them in the form “Some say... Others say...”
- Your preliminary thesis statement—in other words, what you think you might be arguing in your paper.
 - Your thesis statement, both here and in the final paper, should be a statement of opinion that someone could disagree with. It can take the form of following the description of the opposing opinions with your own: “I believe. . . .”
 - Remember that your thesis is provisional. You can change anything about your approach and interpretation after the proposal; in fact, uncovering information as you do your research makes refining or changing your initial assessments very likely.

Your proposal is structured like the introduction (see below), and may serve as the basis for it.

The proposal is not graded, but whether you submitted a proposal on time will be factored into the final grade for the position paper. I will give you feedback on things like the feasibility of researching your topic, whether the scope is too big or too narrow for a paper like this, and some possible sources you might want to look at.

Sample Introduction

- PROBLEM > *Hannibal Barca, the great Carthaginian general, brought 37 war elephants with him over the Alps into Italy, and at the climactic Battle of Zama they had a front line that included 80 elephants. Did*
- OPPOSING > *Hannibal's elephants really make a difference? Some say that Hannibal's elephants were crucial in*
- SIDES > *establishing the morale of his troops against the legendary Roman legions and in intimidating other*
- THESES > *armies along the way into alliances; but others say that Hannibal's elephants did the Carthaginian*
- THESES > *side more harm than good in their fight with Rome. I believe that Hannibal's use of elephants was a*
- THESES > *mistake, not because war elephants were a dumb idea in general, but because Roman adaptability*
- THESES > *meant that the Romans would inevitably find a way around them.*

Note: The one-page proposal described here is what's due in Week 7.

C. Find your Evidence

Research your topic and find at least three sources that will provide you with evidence for your argument; these need to be primary and secondary sources only. I'll point you toward some possibilities in my feedback on your proposal.

- Ideally you should have a mix of primary and secondary sources, but it will depend on the topic.
- Tertiary sources are not allowed. These include textbooks, encyclopedias, and most websites.
- For guidance on finding full-text online primary and secondary sources, read the Research Options handout.

D. Make your Argument

- In your introduction, briefly describe the problem and state the position you will argue as a thesis statement. Your introduction should follow the format of the proposal (see the proposal page).
- In the body of your paper, make three assertions as to why your thesis statement is valid. For each assertion, describe and discuss the evidence from the primary and secondary sources.
 - For example, if you were writing the Hannibal/elephants paper described on the proposal page, you could start one section with an assertion that elephants were not a bad idea inherently, then discuss evidence showing the effective use of elephants in war.
 - Then begin the next section with an assertion that Romans were adaptable in war, and discuss evidence showing how Romans changed their military tactics and strategies to meet new kinds of war and new enemies.
 - Your third section could begin with an assertion that it was Roman adaptability that trumped the effectiveness of Hannibal's evidence, and discuss the evidence that showed how the Romans overcame the use of elephants in the fight with Hannibal.
 - Each section starts with an assertion followed by evidence, and each section builds on the previous sections to make an overall argument.
- End with a conclusion that shows how your three assertions came together to support your thesis.

Optional Draft. You may submit an optional draft two weeks before the final due date. It should include most of your paper (at least two thirds of the final content, with sections to be written described in square brackets). I'll give feedback, but not a grade, to help you refine your final paper. To make sure I see it soonest, please email me your optional draft rather than uploading it to BlackBoard.

Presentation Write-Up

For your two presentations on a primary source from the Reader, write a 2–3 page essay that does the following:

- Briefly summarizes what the document says and, more importantly, analyzes what the author is trying to say about the subject at hand. In other words, you need to identify and discuss what you believe is the author's interpretation, bias, and point of view and how it affected the author's treatment of the topic. Give examples from the document that illustrate your assessment of the author's spin.
- Provides perspective by relating the material in the document, and the author's bias on it, to the bigger picture—the material being discussed in class.

The main point of the presentation and the write-up is NOT to summarize the reading. Summary should be less than 25% of your presentation and your write-up. The main point is to analyze the reading and talk about what it means and what it tells us about that place and time in ancient history.

Your write-up needs to be posted to BlackBoard before the next class meeting after you present in class.

REQUIREMENTS FOR ALL PAPERS

All written assignments for this course **MUST** adhere to these requirements—or be subject to a reduced grade.

Check all of the following before submitting any paper.

Formatting musts

All papers submitted to me must:

- Be typed, double-spaced, in 12 pt. standard font, with one-inch margins.
- Have a cover page with the title, your name, my name, and the date.
- Have page numbers on each page after the cover. The cover should not have a page number.
- Include both citations and a bibliography. (See Evidence musts.)
- Run at least the required length specified in the assignment.
- Have titles of books, films, and plays italicized and capitalized.
- Be submitted via BlackBoard as a Word or compatible file attachment or as a PDF attachment.

Evidence musts

All papers submitted to me must:

- Support all assertions with evidence from your sources.
- Use only primary and secondary sources. Tertiary sources are not allowed, ever.
- Provide a footnote or a parenthetical citation for all direct quotations, descriptions, paraphrases, and ideas from sources.
- Include a bibliography listing all sources used.

Structure musts

All papers submitted to me must:

- Have an introduction paragraph that states the problem or question being addressed; discusses possible opinions on this problem; and ends with a thesis statement—a statement of opinion that someone could disagree with.
- Cover three reasons why your thesis is true. Each should have an assertion (what your reason is), a description of supporting evidence (some moment in your evidence that's an example of your assertion), and a discussion of how your evidence demonstrates the point you're making.
- Have a conclusion that summarizes your three reasons and why they support your thesis.

Tips for Meeting the Requirements

Formatting musts

Use the template. Save the trouble of setting up the cover and page numbers—use the MS Word template file I created.

Page counts. Page counts are for full pages not counting the cover page and bibliography. If the requirement is “3-4 pages”, what I am looking for is at least 3 full pages of text, not counting the cover and not counting the bibliography.

BlackBoard notes. You may only submit via BlackBoard. Do not submit written assignments as submission text—they must be file attachments. If you need help with BlackBoard, go to the Lehman IT BlackBoard support page or call the IT helpdesk at (718) 960-1111.

Evidence musts

You may not use tertiary sources for any assignment. Tertiary sources include textbooks, encyclopedias, study guides, dictionaries, my lectures, and almost everything on the internet except online scholarly journals and transcribed primary sources. If you’re not sure, ask me.

Citing direct quotes is not enough. This common mistake will lose you points. Paraphrases and ideas must also be cited.

Citation styles. You can use Chicago, MLA, or any other citation style. What matters to me is that anything that’s not your analysis must have a footnote or a parenthetical citation that points to an item in your bibliography. See the Elephant Pamphlet for more on citations and bibliographies.

The number of sources you need to use varies from assignment to assignment.

Structure musts

See the Elephant Pamphlet for more on how to do all of this, including thesis statements, essay structure, and citations.

You can submit an optional draft for any paper, no later than one class meeting before the due date. I won’t grade it, but I’ll give you feedback about how well you’re addressing your topic and thesis. To make sure I see it soonest, please email me your optional draft rather than uploading it to BlackBoard.

I will not mark down for grammar, but clarity is important. Please spell-check and, if you’re not sure about your writing, have a friend read it.

See me for guidance. I am available anytime, by email or in office hours, to discuss any aspect of your paper.

Grading Criteria

Each paper will be graded according to the following criteria. A copy of the grading form I use is shown at right and also on the course website on the Essay Musts page.

- Introduction (20%)**
 - States a topic and problem within the assignment
 - Ends with a definite thesis statement (a specific opinion that can be disagreed with)
 - Thesis gives insight into the assignment prompt
- Organization (25%)**
 - Main body organized in 3 sections, each addressing a different aspect of the thesis and building support for it
 - Each section is driven by a specific, concrete assertion
 - Each section is self-contained and focused on its topic
- Analysis (25%)**
 - Interpretation dominates over description (why over what)
 - Analysis prefers the specific to the general
 - Analysis provides insight on the relevant time and culture
 - Analysis supports the section assertions and overall thesis
 - Analysis provides in-depth answers to questions in prompt
- Evidence (15%)**
 - Evidence used is relevant and well-chosen
 - Assertions are consistently supported by evidence
 - Independent voice retained with judicious use of quotes
- Conclusion (15%)**
 - Paper ends with an appropriate concluding paragraph
 - Conclusion draws together the arguments made in each section and reinforces the thesis
 - Conclusion answers questions from assignment prompt

ESSAY GRADING SHEET

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Base Grade (Before Deductions)

Reversible Deductions

No cover sheet	-3
No page numbers	-2
Work titles not italicized/capitalized	-2
Missing items in bibliography	-4
No bibliography	-8
Citations missing	-5

If you have one of these, you may resubmit your paper with these problems fixed, and I will modify or remove the deductions. Only these deductions can be reversed.

Nonreversible Deductions

Submitted late	-10 to -30
Too short	-10 to -20
Fewer sources than required	-20 to -25
Tertiary sources used/Heavily used	-10 to -25
Plagiarism	-100

These deductions reflect problems inherent to the paper as it was submitted. They cannot be reversed.

Grade

Grading Deductions

There are two kinds of deductions relating to formatting, citations, and other technical requirements (see above for the requirements for all papers). Some deductions are reversible and can be gotten back by resubmitting the assignment with the issues corrected. Other deductions are not reversible.

Reversible deductions. If you have one of these deductions, you may resubmit your paper with these problems fixed, and I will modify or remove the deductions. Only these deductions can be reversed.

No cover sheet	-3
No page numbers	-2
Work titles not italicized/capitalized	-2
Missing items in bibliography	-4
No bibliography	-8
Some citations missing	-5
Many citations missing	-10
All citations missing	-30

Nonreversible deductions. These deductions reflect problems inherent to the paper as it was submitted. They cannot be reversed.

Submitted late (1 meeting)	-10
Submitted late (2 meetings)	-20
Submitted late (3+ meetings)	-30
Too short	-10
Fewer sources than required	-20
Tertiary sources used	-10
Heavy use of tertiary sources	-25
Plagiarism	-100

ACADEMIC POLICIES

Listed below are various official school policies included in all Lehman College syllabi, with clarifications relating to this course as required. You are responsible for this information and for all information in this syllabus.

Attendance Policy

Student handbook notes that “Students are expected to attend all class meetings as scheduled, and are responsible for all class work missed as a result of late registration or absence. Excessive absences in any course may result in a lower final grade.”

- Participation in online discussion is a required part of the course. Missing classes will damage your grade.
 - Textbooks are designed to give you the basics; in our class meetings we try to make sense of things, and sift out what’s important. Missing classes means you miss out on a key part of our trying to put things together.
 - If you miss quizzes, it will put a big crimp in your grade for the course. Quizzes are not made up, so the quizzes you miss will count against you.
- Religious observances that affect your class attendance should be discussed in advance.

Accommodating Disabilities

Lehman College is committed to providing access to all programs and curricula to all students. Students with disabilities who may require any special considerations should register with the Office of Student Disability Services in order to submit official paperwork to instructor.

- Office of Student Disability Services: Shuster Hall, Room 238, 718-960-8441.
- Student Disability Services: <http://www.lehman.edu/student-disability-services/>
- Email: disability.services@lehman.cuny.edu.

Instructional Support Services (ISSP)

Lehman College’s Instructional Support Services Program (ISSP) is home of the Academic Center for Excellence (ACE) and Science Learning Center (SLC). Both offer students an array of activities and services designed to support classroom learning. Open to students at any level, there are individual, small group, and/or workshop sessions designed to improve “proficiency in writing, reading, research, and particular academic subject areas. Computer-assisted writing/language tutorial programs are also available,” as well as individual tutors, workshops and tutors.

- Regular tutoring hours for fall and spring semesters are: M–T 10 a.m.-7 p.m., and Sat. 10 a.m.-2 p.m.
- Lehman College Tutoring Center (LTC): Humanities, Social Sciences, and Writing Tutoring: <http://www.lehman.edu/academics/instructional-support-services/humanities-tutoring.php>
- Or visit the offices in the Old Gym, Room 205; or call ACE at 718-960-8175, and SLC at 718-960-7707.
- Library Tutors are also available in the Library. These tutors offer help with Library resources and computers.

Student Handbook

Students are strongly encouraged to download and become familiar with the Student Handbook.

- Student handbook link: <http://www.lehman.edu/campus-life/support-services.php>.

Writing-Intensive Course Requirements

Lehman Students must complete four writing-intensive courses. In a WI Course, “students should be expected to write approximately 15-20 pages of proofread, typed work that is turned in to the instructor for grading.” Various courses stipulate various requirements designed to meet this requisite over the course of the semester.

WI courses focus on revision, short and long assignments, graded and ungraded writing, journals, etc, and each will have “a class-size limit of twenty-two. Under no circumstances will more than twenty-five students be admitted to any writing-intensive section.”

- Writing Intensive FAQs: <http://www.lehman.edu/academics/general-education/writing-faqs.php>

Technology and Blackboard Information

You are required to use Blackboard to access course materials and to post assignments to Safe Assign.

You are required to provide your best email address to me; if not provided I will use the one given by the school. Either way you must sign into that email account for course messages—and check it! Blackboard will only allow me to send individual and mass messages to Lehman accounts. If there is an issue, this is the only account to which I can send and if I email the class something, the fact that you didn’t know about an assignment or course change because you don’t check your email will never be accepted for not knowing the information.

- Blackboard Links and Support: <http://www.lehman.edu/itr/blackboard.php>
- For Information Technology: <http://www.lehman.edu/itr/>

ACADEMIC INTEGRITY AND PLAGIARISM POLICY

What is plagiarism?

Here is CUNY's official definition of plagiarism:

- Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:
 - Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
 - Presenting another person's ideas or theories in your own words without noting the source.
 - Using information that is not common knowledge without acknowledging the source.
 - Failing to acknowledge collaborators on homework and laboratory assignments.
- Internet plagiarism includes submitting downloaded term papers or parts of term papers; paraphrasing or copying information from the internet without citing the source; and "cutting & pasting" from various sources without proper attribution.

Key points

Use of writing or ideas. The key phrase is right up front in the definition: "another person's ideas". Copying and pasting from another source without attribution is plagiarism, but so is using someone's ideas even if they're reworded. Plagiarism is the act of using someone else's work and presenting it as your own, under your name.

What is an essay? When you present an academic essay, it's an act that says, "This is what I think. These are the conclusions I have drawn from studying this issue." An essay is your assessment of a subject, and the ideas in it are presented as your ideas, with any ideas not your own carefully footnoted and clearly segregated so it's clear what is your analysis and what is evidence drawn from primary or secondary sources.

Paraphrasing. Paraphrasing or putting things into your own words does not alter the use of someone else's ideas as your own. Here's why. If the phrase appearing in an essay written by someone else is, for example, "To apply this type of painting to residential interiors was a Roman idea", and in your essay it's reworded as "it was the Romans who applied this type of painting method to home walls", it doesn't change the fact that someone else's ideas are being presented as if they were your own, as if those ideas originated in your own mind. It's still intellectual dishonesty.

Citations. All information from any source you use must have a citation, period. This is true whether it's a direct quote, a paraphrase, or just an idea you're talking about that came from the source you used. For more information on citations, please see the section on citations and bibliographies in the Elephant Pamphlet (pages 13-19).

Self-plagiarism. Reusing writing you've previously submitted for credit, in order to get credit for it a second time, is a form of academic dishonesty known as "self-plagiarism." For example, if you retake a course, you may not submit a paper, or parts of that paper, that you previously submitted for credit the first time you took the course for the same assignment the second time you take that course. You must write a different paper consisting of new material for the submission the second time around. Similarly, if you wrote a paper for course A, and course B has a similar assignment, you may not submit that paper, or parts of that paper, for the similar assignment for course B. You must write a different paper consisting of new material for course B.

CUNY plagiarism policy

“Academic dishonesty is prohibited in The City University of New York. Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.” All violations are reported to the Department and Lehman College’s Academic Integrity Officer.

Policy for this course

Lehman College is committed to the highest standards of academic honesty.

Acts of academic dishonesty include—but are not limited to—plagiarism (in drafts, outlines, and examinations, as well as final papers), cheating, bribery, academic fraud, sabotage of research materials, the sale of academic papers, and the falsification of records. An individual who engages in these or related activities or who knowingly aids another who engages in them is acting in an academically dishonest manner and will be subject to disciplinary action.

Plagiarism includes the incorporation of any material that is not original with you without attribution, whether from a book, article, web site, or fellow student, in any paper or assignment.

Assignments that include any plagiarism will receive a zero and the offending student will be subject to additional action by the College. Students engaging in repeated instances of plagiarism will fail the course outright and will be remanded to the College for disciplinary action.

- For detailed information on definitions and examples of Academic Dishonesty, including Cheating, Plagiarism, Obtaining Unfair Advantage and Falsification of Records and Documents, please refer to the student handbook or visit: <http://lehman.smartcatalogiq.com/en/2017-2019/Undergraduate-Bulletin/Academic-Services-and-Policies/Academic-Integrity>