This course explores the emergence of Rome as a community, a culture, an empire, and an idea, investigating questions like why Rome, Rome's effect on the Mediterranean world, how Rome changed with the acquisition of empire, and more.

- Watch the Quick Welcome & Orientation Video (7:39) on the course web page.

Announcements and updates will be posted on the Announcements page.

A textbook is required for this course.

- The rest of the readings are all posted on the course website.

Our class meetings are once a week, on Thursdays from 6:00 p.m. to 8:40 p.m.

- These meetings are in person in Carman Hall room 209.
- Students are expected to come to each class having done the readings listed on the Schedule page.

Your grade for this course will come from:

- weekly quizzes at the start of most class meetings;
- two presentations on a primary source;
- two essays (a short essay early and a research paper due at the end);
- and a final exam.

Students can monitor their progress on the My Grades page.

The website is the syllabus for this course. Participation in this course includes adherence to the policies and expectations in this syllabus, including rules on assignments and attendance, academic integrity, and essay format and structure.

Helpful resources here on this site include: lots of maps and timelines; quiz notes; guidance on citations and sources; lecture and assignment videos; slides for each class meeting; a step-by-step guide to writing a position paper; an index of ancient texts online; Word and Google Docs essay templates; image galleries related to ancient Mediterranean civilizations; and more.

- Most pages have PDF versions—look for the printer icon at the top right of any page. If you want a PDF version of the full syllabus to reference or print, click here or go to the Print/PDF page.
- There's also a site map to help you find what you need.

Questions? Email me at mark.wilson@lehman.cuny.edu.

- Or come to my office hours, which are Tuesdays and Thursdays from 5:00 to 5:45 in Carman Hall room 292.

Course Info

Meeting times, office hours, and objectives.

HIA 321: History of Ancient Rome. *3 hours, 3 credits. In-Person lecture. Writing Intensive.* 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 (46891), Spring 2024.

- Crosslisted with: HIA 721-XH81 (46890); LEH 354-XH81 (53619).
- Meetings: Thursdays 6:00–8:40 p.m., in Carman 209.

Instructor Dr. Mark B. Wilson, Adjunct Assistant Professor.

- Office: Carman 292.
- Email: mark.wilson@lehman.cuny.edu.
- Website: markbwilson.com.
- BlackBoard: link.

Office hours Tuesdays and Thursdays 5:00–5:45 p.m. in CA-292.

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.

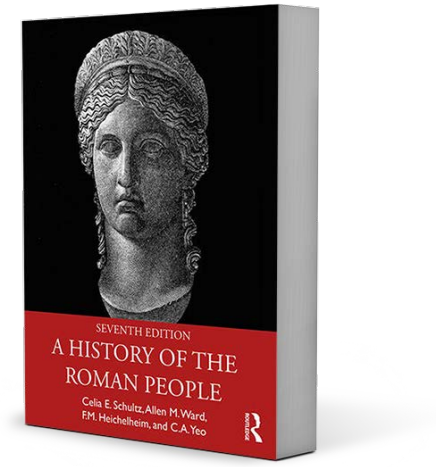
Specific Learning Objectives

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 book is required. Some possible ways to get it are listed below.



***A History of the Roman People*, 7th edition** by Celia E. Schultz, Allen M. Ward, F. M. Heichelheim, C. A. Yeo. Routledge, 2019. ISBN: 978-1-138-72469-3. $96 (new print, but see links below for possibly cheaper alternatives).

- Getting this book:
  - Rent (new, used, or digital) or buy (new or used) via the Lehman Bookstore.
  - Rent or buy (new, used, or digital) via Valore Books or Amazon.
  - Buy (new or used) via Abe Books or Alibris.
  - Buy via Google Play.
  - A physical copy of the 6th edition is available at Lief Library.
  - There is a digital copy of the fourth edition available to borrow for free at archive.org.
- Older editions:
  - The fifth and sixth editions are similar, but previous ones are more significantly different.
  - If you are searching for earlier versions, note that the lead author prior to the 7th edition is Allen M. Ward, not Celia E. Schultz.

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 overall course grade will be determined by your performance on quizzes, two presentations, an essay, a research paper, and a final exam.

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

Quizzes	15%
Presentations on a Primary Source	20%
Representations and Images Essay	10%
Position Paper	25%
Final Exam	30%

Quizzes

We'll have short, timed online quizzes to help gauge our relationship with the material in the readings most weeks. Quizzes are based on the material you've prepared for that class, as given on the the Schedule page.

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 miss a quiz, you'll get a zero for that quiz. Therefore, please make sure you are prepared each week and take the quiz.

Presentations (2)

You'll sign up for two presentations on primary sources, one in the first half of the semester and one in the second half. Each presentation 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. A write-up is posted to BlackBoard afterwards. Details are on the Essays page.

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 it has been represented. Details are on the Essays page.

Position Paper

You'll write an essay discussing a topic of your choice relating to Roman history. For this, you'll be 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. Details are on 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.

Final Exam

The exam will be an in-class two-hour final exam. Details will be posted on the Exam page as the end of the semester approaches.

Expectations

The best path to doing well in the course and gaining a more solid understanding of the past is to engage actively with the material and with class discussions.

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.

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.** Late assignments will be marked down. I'll still accept late submissions, but there will be a penalty that will hurt your grade.
  - Written assignments will be marked down one letter grade per week 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.
  - **Incompletes.** I do not give incompletes unless we've discussed and agreed on the grounds for giving one prior to the final exam.
  - Make-ups and rewrites. 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.
- Any student who would have received an F for the course owing to nonsubmission of assignments, but who gets a C or better on the final exam, will receive a D for the course. Any student who does not attend the final exam, regardless of prior standing, will automatically receive a WU for the course, unless excused by documented personal emergency.

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 questions they raised in your mind.
- **Take notes in class.** You are responsible for the material discussed in class meetings, and will be expected to discuss this material on exams and in assigned essays. Taking notes in class gives you a resource to review what was discussed.
- **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. If you're considering withdrawing, talk with me first and see if we come up with a plan.

Schedule of Readings and Assignments

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

Readings listed with the book icon ( ) are from the assigned textbook, Schultz, A History of the Roman People, 7th Edition.

To prepare for each meeting, you need to read:

- All of the listed sections from the textbook (Schultz et al.), and
- At least one of the primary source readings.

Note on textbook readings: the text has short chapters around specific topics. I've kept the readings about the same from week to week. The links are to the online version, for those who have bought or rented it.

January 2023

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April 2024

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 Introduction and Themes

Thursday, January 25

Watch the Welcome and Orientation video (7:39)

Sign up for your presentations

THE REPUBLIC

2 Tribes and Kings

Thursday, February 1

Read all of the following:

- pp. xxvi–13, 1. Roman history: Its geographic and human foundations
- pp. 14–35, 2. Phoenicians, Greeks, and Etruscans in pre-Roman Italy
- pp. 36–51, 3. Early Rome to 500 b.c.e.

Also read one of the following:

- On the Subject of Roman History / Dionysius
- Numa's Religious Settlement / Livy
- The Capture of the Sabine Women / Livy
- Servius Tullius's Reform of the Comitia Centuriata / Dionysius
- The Rape of Lucretia / Livy

3 Patrician and Plebeian

Thursday, February 8

Read all of the following:

- pp. 52–72, 4. Early Roman society, religion, and values
- pp. 73–98, 5. From tyrant kings to oligarchic republic

Also read one of the following:

- Early Rules for Clients and Patrons / Dionysius
- Coriolanus Opposes the Plebs / Dionysius
- The Twelve Tables / Fragments
- The Roman Way of Declaring War / Livy, Dionysius
- The Defeat of the Latins / Livy

4 SPQR

Thursday, February 15

Read all of the following:

- pp. 99–118, 6. The Roman conquest of Italy and its impact
- *Dictator*, Introduction
- *Dictator*, Origins
- *Dictator*, Choice

Also read one of the following:

- The Tribunes and their Manipulation / Dionysius
- The Mythology of the Farmer General / Cicero, Dionysius
- The Constitution of the Roman Republic / Polybius
- The Roman Maniple vs. the Macedonian Phalanx / Polybius
- The Samnites' 'Linen Legion' Remains Undaunted / Livy

Thursday, February 22
No meeting (Monday classes meet)

5 The Nemesis of Carthage
Thursday, February 29

Read all of the following:

- pp. 119–135, 7. The First Punic War, northern Italy, and Illyrian pirates
- pp. 136–149, 8. War with Hannibal: The Second Punic War

Also read one of the following:

- Hannibal / Cornelius Nepos
- The Battle of Cannae / Polybius
- The Magna Mater / Livy, Prudentius
- The Siege of Syracuse / Polybius

6 Acquisition of Empire
Thursday, March 7
The Images Essay is due on Monday, March 4.

Read all of the following:

- pp. 150–173, 9. Roman imperialism East and West
- pp. 174–192, 10. The transformation of Roman life
- pp. 193–207, 11. The great cultural synthesis

Also read one of the following:

- The Destruction of Corinth / Polybius
- Cato Opposes Extravagance / Livy
- From *The Menaechmi* / Plautus
- Accounts of the Roman State Religion / Various
- Slavery in the Roman Republic / Various

7 Optimates and Populares
Thursday, March 14
Sign up for your second presentation

Read all of the following:

- pp. 208–223, 12. The Gracchi and the struggle over reforms
- pp. 224–239, 13. Destructive rivalries, Marius, and the Social War
- pp. 240–250, 14. Civil war and Sulla's reactionary settlement

Also read one of the following:

- On Tiberius Gracchus / Appian
- On Tiberius Gracchus / Plutarch
- On Gaius Gracchus / Appian
- Speech of Marius Against the Nobility / Sallust
- Mithridates Against Rome / Appian And Plutarch
- Drusus and his Enemies / Appian
- Sulla's Brutality / Livy, Appian

8 Crossing the Rubicon
Thursday, March 21
The Proposal is due on Monday, March 18.

Read all of the following:

- pp. 251–272, 15. Personal ambitions: The failure of Sulla's optimate oligarchy
- pp. 273–296, 16. Caesar wins and is lost

Also read one of the following:

- Pompey's Letter to the Senate / Sallust
- Against Catiline / Cicero
- Pompey's Conquest of the East / Appian
- The Murder of Clodius / Asconius
- On Julius Caesar / Suetonius

9 End of the Republic
Thursday, March 28

Read all of the following:

- pp. 297–316, 17. The last years of the Republic
- pp. 317–341, 18. Social, economic, and cultural life in the late Republic

Also read one of the following:

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

THE PRINCIPATE

10 Augustus, Princeps, Imperator
Thursday, April 4

Read all of the following:

- pp. 342–359, 19. The Principate of the early Roman Empire takes shape
- pp. 360–380, 20. Imperial stabilization under Augustus
- pp. 381–400, 21. The impact of Augustus on Roman Imperial life and culture

Also read one of the following:

- Selections / Catullus
- The Secular Hymn / Horace
- The Battle of Teutoburg Forest / Velleius Paterculus
- Acts of the Divine Augustus / Augustus
- The Death of Augustus and the Accession of Tiberius / Tacitus

11 Succession and Empire

Thursday, April 11

Read all of the following:

- pp. 410–418, 22. The first two Julio-Claudian Emperors: Tiberius and Gaius Caligula
- pp. 419–435, 23. Claudius, Nero, and the end of the Julio-Claudians
- pp. 436–450, 24. The crisis of the Principate and recovery under the Flavians

Also read one of the following:

- A Speech on Incorporating the Gauls / Claudius
- The Pumpkinification of Claudius / Seneca
- The Principle of Adoption / Tacitus
- The Legions Proclaim Vespasian Emperor / Tacitus
- The Roman Army in the First Century CE / Josephus
- Law Concerning the Power of Vespasian / Legal Text
- How Domitian Attempted to Amuse the Populace / Suetonius

12 The Roman Peace

Thursday, April 18

Read all of the following:

- pp. 451–473, 25. The five "good" emperors of the second century
- pp. 474–505, 26. Culture, society, and economy in the first two centuries c.e.

Also read one of the following:

- The Grandeur of Rome / Pliny The Elder
- Panegyric Addressed to the Emperor Trajan / Pliny The Younger
- The Correspondence of a Provincial Governor and the Emperor / Pliny The Younger
- Egypt under the Roman Empire / Strabo, Oxyrhynchos Papyri
- Roman Educational Practices / Various
- On the Virtue of Antoninus Pius / Marcus Aurelius
- The Reign of Marcus Aurelius / Eutropius

Thursday, April 25

No meeting (Spring recess)

13 Third Century Crisis

Thursday, May 2

Read all of the following:

- pp. 506–526, 27. Conflicts and Crises under Commodus and the Severi
- pp. 527–540, 28. The third-century anarchy
- pp. 541–562, 29. Changes in Roman life and culture during the third century

Also read one of the following:

- Imperial Weakness Invites Barbarian Aggression / Zosimus
- The Persecution under Decius / Eusebius
- Aurelian's Conquest of Palmyra / Vopiscus
- How Didius Julianus Bought the Empire at Auction / Herodian
- The Lives of Soldiers and Sailors / Various
- The Luxury of the Rich in Rome / Ammianus Marcellinus

14 The New Empire

Thursday, May 9

Read all of the following:

- pp. 563–578, 30. Diocletian: Creating the fourth-century Empire
- pp. 579–593, 31. Constantine the Great and Christianity
- pp. 594–604, 32. From Constantine's dynasty to Theodosius the Great
- pp. 605–624, 33. The evolving world of Late Antiquity in the fourth century c.e.

Also read one of the following:

- The Conversion of Constantine / Eusebius
- Constantine Founds Constantinople, 324 CE / Sozomen
- Letter to Arsacius / Julian
- Alaric's Sack of Rome, 410 CE / Procopius Of Caesarea
- The Greatness of Rome in the Days of Ruin, 413CE / Rutilius Namatianus
- The Battle of Chalôns, 451 CE / Jordanes

15 Final Exam

Thursday, May 16

The final exam will be held in-person on Thursday, May 16 from 6:15 to 8:15 p.m. in our normal meeting room.

In-Class Presentations

You'll make two short presentations in class on one of the primary source excerpts assigned as class readings, one in the first half of the semester and one in the second half.

Your presentation 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.

Sign-ups. Sign up for the first of these presentations on the Sign-up #1 page, and the second on the Sign-up #2 page. Your presentation will be given the day that reading is assigned on the schedule.

Write-ups. A 2-to-3 page written version is due by the next class meeting after your presentation. More on that on the Essays page.

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-ups of your in-class presentations 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.

	Upload by
Images Essay	Monday, March 4
Position Paper Proposal	Monday, March 18
Position Paper	Monday, May 13
Presentation Write-Up	1 week after presentation given

IMPORTANT

- **Watch the video.** The overview video 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.
- **For how to do citations and bibliographies,** see the Research and Citation Center. You will be marked down drastically if your paper is not properly cited.

Essay on Representations and Images

The assignment: Write a 3- to 4-page essay using depictions of the 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 in the Roman world, tell us about how the cultures that produced them?

For this option, you need to choose two works of art from the ancient world that (a) represent the same idea or concept but (b) come either from different periods or from different places in the ancient 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. They do not have to be in the same medium as long as they are depictions of the same idea or concept.
- 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. If you are not able to attend a museum in person because of ongoing restrictions, you may find imagery of artworks that meet the requirements on museum websites instead.

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 their roles in creating relationships between mortals; the nature of love; the 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 ancient cultures have in common?
- You do not need to preface your essay with background about the periods, the media used, etc. This essay is about your subjective reactions to these two dspecific works and what you believe they are telling you about the beliefs and social expectations of the cultures they came from.
- 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 ancient Roman world (before 500 CE) 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 ancient Roman world. You can also choose two episodes of a television series set in the Roman 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. Your primary source(s) must come from the ancient world (before 500 CE).
- Some suggestions for possible films or series and their corresponding sources are below. The list is not exhaustive, and you are not limited to this list as long as the film you choose is set in the Roman world and is based on ancient primary sources.

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 in relation to Rome, 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.

Some possibilities for the film and sources option are listed on the Images Essay page on the course website.

Links to most of these primary sources can be found on the ancient texts page on my website.

Proposal for the Position Paper

You will write a one-page proposal for the Position Paper.

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

① 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 in your paper 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.

② 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 up 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.

Note: A sample proposal can be found on the course website on the Proposal page.

Note: The one-page proposal described here is what's due in Week 8.

Position Paper

The assignment: Write a 6- to 8-page position paper, due at the end of the semester, 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.

③ 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 (see the Research and Citation Center for more on sources). 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. See the Research and Citation Center for more on sources.
- For guidance on finding full-text online primary and secondary sources, see the Research and Citation Center.

④ 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).

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 Hannibal's elephants really make a difference? *Some say that Hannibal's elephants were crucial in establishing the morale of his troops against the legendary Roman legions and in intimidating other armies along the way into alliances; but others say that Hannibal's elephants did the Carthaginian side more harm than good in their fight with Rome.* I believe that Hannibal's use of elephants was a mistake, not because war elephants were a dumb idea in general, but because Roman adaptability meant that the Romans would inevitably find a way around them.

OPPOSING SIDES >

THESIS >

- 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.

Your essay must have citations for all quotes, paraphrases, and ideas from your sources. There must also be a bibliography that lists your sources. We'll talk about this in class, and see the Research and Citation Center for more.

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

The assignment: For each of your two presentations on sources from the assigned readings, write a 2–3 page essay that summarizes what the reading tells us.

Your write-up should do the following:

- Briefly summarize what the document says and, more importantly, analyze 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.
- Provide 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. In this final version of the write-up you can incorporate ideas and reactions that came up during the in-class discussion that followed the presentation.

Requirements for All Papers

**All written assignments for this course MUST adhere to these requirements—
or be subject to a reduced grade. Check for all of the following before submitting any paper.**

Before starting on your assignments, I urge you to watch the videos below. They're very short, and they cover the key requirements with tips on how to make them happen and avoid damage to your grade.

Three videos are available on the Essay Musts page:

- Formatting Musts (5:02)
- Evidence Musts (12:07)
- Structure Musts (9:01)

Formatting musts

All papers submitted to me must:

- [ ] Be typed, double-spaced, in 12 pt. standard font, with one-inch margins. Do not add extra blank lines between paragraphs; instead, indent the first line of each paragraph to show a new paragraph has begun.
- [ ] 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 on time via BlackBoard as a Word or compatible file attachment or as a PDF attachment. Late papers will be marked down.

Hints for meeting requirements

- Watch the Formatting Musts video for more on making sure your essay conforms to requirements.
- **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.
- **Use the template.** Save the trouble of setting up the cover and page numbers—use the MS Word template file I created. There is also a Google Docs version.
- **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

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, with the required info (author from bibliography plus page or section number).
- [ ] Include a bibliography listing all sources used, with all required info (author, title, publisher, year).

Hints for meeting requirements

- Watch the Evidence Musts video for more on making sure your essay conforms to requirements.
- **You may not use tertiary sources** for any assignment.
  - *Tertiary sources* include textbooks, encyclopedias, study guides, dictionaries, my lectures, YouTube videos, TV documentaries, blogs (even history-themed ones), essay aggregation platforms, and generally almost everything on the internet except online scholarly journals and transcribed primary sources. See the Sources page for more. 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

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 of the three main sections of your paper 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.

Hints for meeting requirements

- Watch the Structure Musts video for more on making sure your essay conforms to requirements.
- See the Elephant Pamphlet for more on how to do all of this, including thesis statements, essay structure, and citations.
- **Optional draft.** 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.
- **Grammar.** 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 for Essays

All essays are graded by assessing the following criteria:

- **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

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 week)	–10
Submitted late (2 weeks)	–20
Submitted late (3+ weeks)	–30
Too short	–10
Fewer sources than required	–20
Tertiary sources used	–10
Heavy use of tertiary sources	–25
Plagiarism	–100

Exams

Final Exam

The final exam will be held in-person on **Thursday, May 16** from **6:15 to 8:15 p.m.** in our normal meeting room.

Please arrive on time. You will only have the two-hour exam period to take the exam.

Review materials will be posted below closer to the exam date.

If you miss the final exam: Make-ups will be arranged only in cases of documented personal or medical emergency. Otherwise, per CUNY policy a student who does not complete the course by taking the final exam will automatically receive a grade of WU (unofficial withdrawal), which counts as an F toward your GPA, unless an incomplete has been mutually agreed by student and instructor prior to the ultimate submission deadline for the course (Sunday, May 26).

Academic Policies

A variety of accommodations are available to students with disabilities, and tutoring is available to students seeking help.

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
- Accommodating Disabilities
- Technology and Blackboard Information
- Instructional Support Services (ISSP)
- Writing-Intensive Course Requirements
- Student Handbook

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.

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/

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.

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

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

Academic Integrity and Plagiarism Policy

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

What counts as 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

Research and Citations

Citations are absolutely essential in any academic paper, but particularly and especially in history.
All information that is not from your own head must be cited, whether it's a direct quote,
a paraphrase, or even just an idea.

Citations are how we can tell the difference between what you're claiming is your research and analysis, and the work of others. If you don't cite others' work, you're claiming it for your own, and that's plagiarism. Plagiarism is not tolerated at any academic institution; the lightest you'll get off is a zero for the paper, but in many cases harsher penalties are invoked, including an F for the course and academic disciplinary proceedings that may result in a range of transcript-damaging punishments.

It is therefore crucial that you distinguish evidence you've gathered from primary and secondary sources from your own discussion, interpretation, and analysis. You do that with citations.

Having proper citations means making sure your paper has both of the following:

- a bibliography: A list of the books and articles you used, and
- footnotes or in-text cites: which item in your bibliography a piece of information came from, plus a page number.

See the above links for more on how to make sure your papers are properly sourced and cited.

Types of Sources

What kinds of evidence can you use, and what are the problems with them?

1. **Primary sources** are documents and artifacts that come from the time and place being investigated and so provide first-hand testimony.
2. **Secondary sources** are where a scholar writes about and interprets *primary* sources, drawing conclusions about what they tell us about the time and place they come from. Secondary sources include scholarly books that use primary sources and articles in peer-reviewed academic journals.
3. **Tertiary sources** involve writers bringing together *secondary* sources and averaging them out to make general statements about history.

Primary Sources

Primary sources are great because they give us direct access to what we're writing about. But you must remember that they are **not the truth** and **must not be taken at face value.**

Primary sources are always distorted by intentional bias (the author wants to convince you of something); unintentional bias (the author's writing is shaped by his or her culture and upbringing); point of view (the author only knows what he or she actually saw); translation (all ancient sources were written in another language unlike English, so the content is always altered by translation); survival (only some documents survive from the ancient world, and some of them were deliberately selected to survive in the intervening centuries while others were not, skewing out evidence pool). *You must always ask what idea the author was trying to convince you of in writing the work at hand*.

If the events themselves are "level zero", primary sources ("level one") are a full layer of distortion away from the truth. Because of bias and point of view, there is always this layer of distortion in all primary sources. All primary source evidence is skewed and we cannot know the pure truth. There are no facts in history. Consequently, primary source evidence must always be unpacked for bias and other distortions.

Secondary Sources

Secondary sources are valuable because they provide both expert testimony and useful contextualization not always present in primary sources. But secondary sources are, by their nature, interpretations. They are the subjective conclusions of a particular researcher, and history works by historians looking at the same evidence and positing different and often conflicting interpretations until there is a general agreement (which in many cases does not happen, especially in ancient history where there's less evidence to examine). They are not the truth either; they are informed opinion. Secondary evidence adds a layer of interpretation to events, distancing them even further from events than primary sources.

Tertiary Sources

These include *textbooks, encyclopedias, dictionaries, and most web sites* (excluding peer-reviewed journals and transcriptions of primary sources). Also banned are "reference entries" (these generally come from encyclopedias) and reviews, which involve a scholar talking about a secondary source (and which is therefore tertiary). You want the secondary source itself, not a review.

Tertiary sources are not allowed under any circumstances, and you will be strongly penalized for citing tertiary sources in any paper for a history course. The level of distortion, away from the testimony of primary sources and the nuanced arguments of secondary sources, is too great.

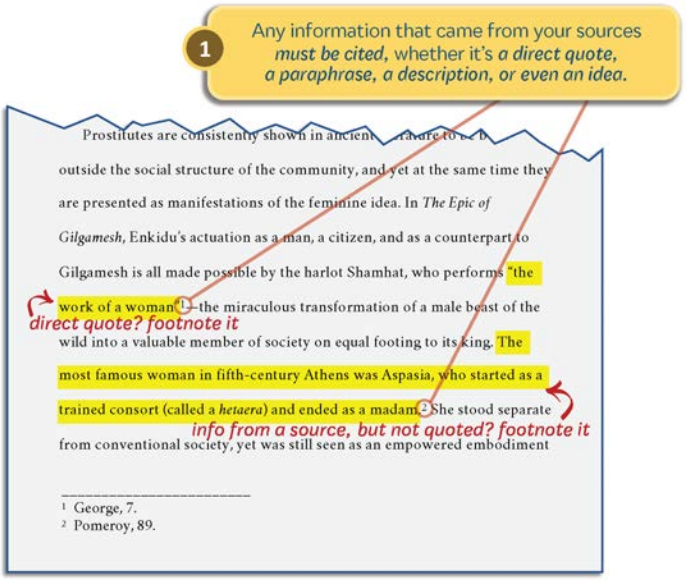
Footnotes

All info that came from your sources must be cited with a footnote or an in-text parenthetical citation.

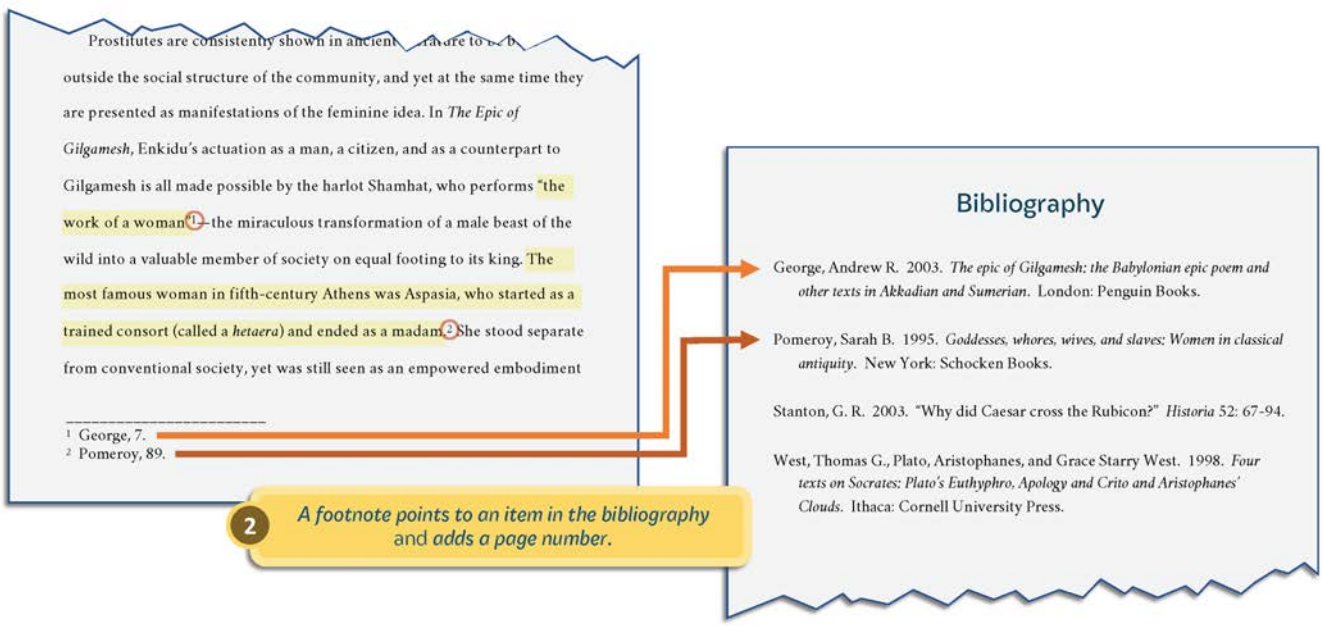
Two key ideas to bear in mind:

- Doesn't matter if it's a quote, a paraphrase, a description, or an idea. If it came from a source, it must be cited.
- A footnote says this information came from one of the items in your bibliography, and that it came from a particular page.

A footnote says: "I found the information I'm quoting or describing in this book, on this page."



Like so:



FAQ: Footnotes and in-text cites

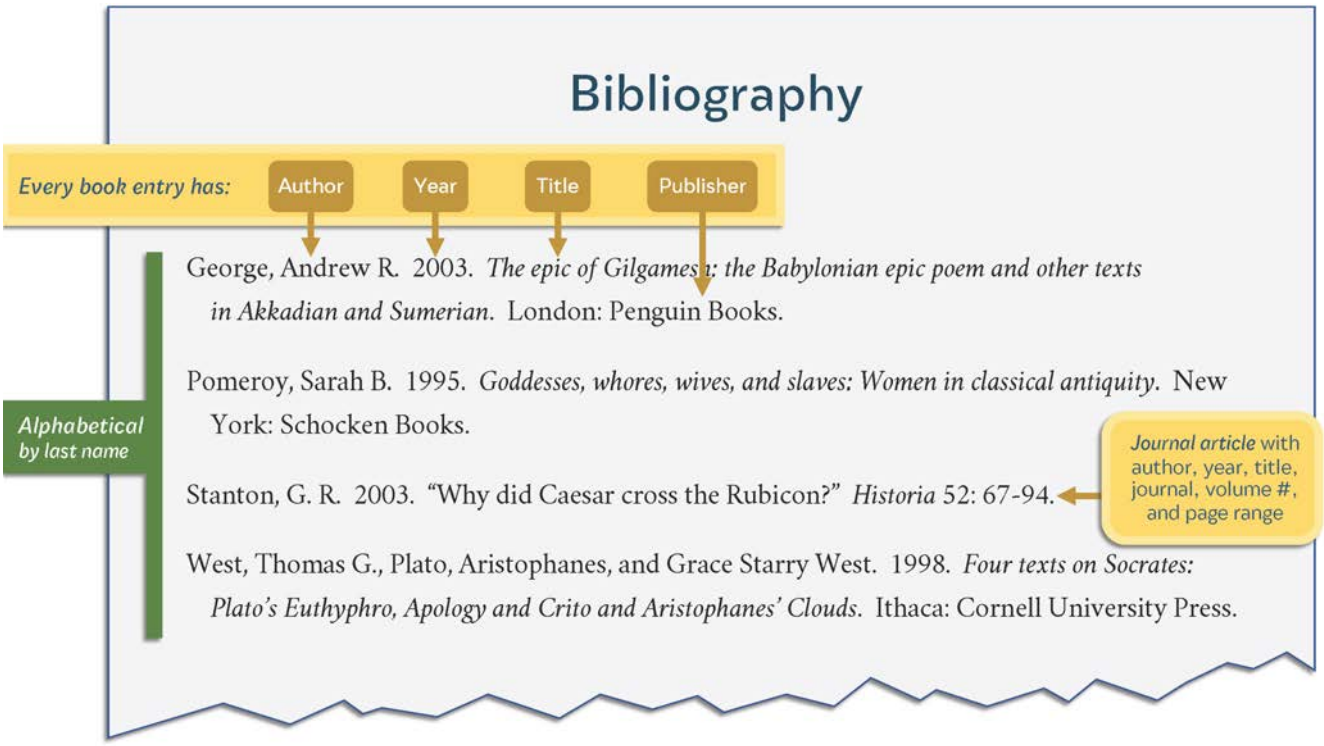
- **Do I have to use footnotes?** No. You can use in-text parenthetical cites, as in (George, 7).
- **How do I footnote?** In most programs, go to the Insert menu and click on "Footnote…".
- **What if the author appears twice in the bibliography?** Give the author name plus part of the title, then the page number, as in (Pomeroy, Goddesses 89).
- **What about ancient primary sources?** There's a special way. See the Ancient Sources page.

Bibliographies

Every written assignment must have a bibliography listing all books and articles used.

The idea is that anyone looking at your paper should be able to find the sources you used. So you list each source you used with its basic identifying info. For books, that's author, year, title, and publisher.

Here's what it should look like:



FAQ: Bibliography

- **Where can I find the info?** Check the copyright page. If there's more than one copyright year, use the earliest one. Or look it up on worldcat.org.
- **Ebooks too?** Yes. Online full-text ebooks and ebooks downloaded to a reader must also be listed. Usually there's still a copyright page. With full-text resources found through the Library's OneSearch feature, the info you need will be on the library info page you opened it up from.
- **Chicago style? MLA?** I don't care which academic style you use. Two things matter: that you list each source you used (once), and that each entry contains author, year, title, and publisher.
- **What about journal articles?** Same idea: you give the author, year, article title, journal name, journal volume number, and page range. See the third entry in the sample above for an example.
- **How do I list online primary sources?** Online primary sources were almost always transcribed from a book. Most of the time the info on that book is listed at the beginning of the translation, or at the bottom of the web page. Make sure to include the translator's name, the year, and the publisher. If you can't find it, email me.

Citing Ancient Sources

With an ancient primary source, you cite author, work, book, and section in the footnote—for example, Tacitus *Annals* 3.76. The specific book or web transcription you used still goes in the bibliography as usual.

Why is it different?

The thing about ancient sources is, there are lots and lots of different versions, editions, and translations for each work. Think about *The Iliad* by Homer. There are hundreds of different versions, printings, and translations in English alone, not to mention every other language and printing that exists. Everyone has their own copy, and it could be any version of the original text. Referring to a page number in the edition you happen to have in front of you is of limited usefulness.

To get around this problem, scholars long ago divided each ancient work into books, chapters, and sections (for prose works) or books and line numbers (for poetry and plays). The other copies of *The Iliad* out there won't have the page numbering you have—but they will be divided the same way.

You may already be familiar with this idea from a particular kind of ancient primary source—scripture. The Bible, Qur'an, Torah, and other scriptures are divided this way (e.g., John 3:16; Quran 2:185).

Examples

Here's how it works in practice.

Only one work survives

> "Every political system has a source of corruption growing within it, from which it is inseparable. For kingship it is tyranny, for aristocracy it is oligarchy, and for democracy it is government by brute force" (Polybius 6.10.3).

Polybius only survives via his greatest work, *The Histories*. Thus, no need to specify the work, just book, chapter, and section number.

Multiple works survive

> "The busts of twenty most illustrious families were borne in the procession, with the names of Manlius, Quinctius, and others of equal rank. But Cassius and Brutus outshone them all, from the very fact that their likenesses were not to be seen" (Tacitus *Annals* 3.76).

Several works survive from the Roman historian Tacitus. For such writers, specify work, chapter, and section.

Poetry and plays

> "No man or woman born, coward or brave, can shun his destiny" (Homer *Iliad* 6.489).

Homer's works, *Iliad* and *Odyssey*, are epic poetry. They're divided into books, then the lines are numbered within each book.

For ancient plays (not divided into acts as modern plays are), you give line numbers: e.g., Aristophanes *Clouds* 625-629.

Note: Print editions and better online transcriptions give chapters and sections—follow the links on the cites above for examples. Use the Ancient Texts page on my website to find online sources.