

**HISTORY 3361**

**Fall 2017: (18041)**

**HSC 216**

**HELLENISM &  
THE COMING OF ROME**

**MW 3:00 to 4:20**

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Office Hours by Appointment

**Associated Librarian Ms. Abbie Weiser**

**CLASS PHILOSOPHY:** There have been many comparisons of America's destiny with the turmoil of the Hellenistic age and the problems of ancient Rome. But any close examination of the supposed parallels reveals discrepancies, and each society ultimately suffers from misrepresentation. It is perhaps better to attempt to appreciate ancient cultures on their own merits. This course deals with the history of Rome from its formation in the Hellenistic era to the first century BCE.

There are three fundamental problems of interpretation in the history of the Roman Republic: (1) Why and how did the Romans conquer the Italian peninsula and then the entire Mediterranean basin during the early and middle years of the Republic?



Temple of Fortuna; Praeneste

(2) What caused the failure of the Roman Republic shortly after the conquest of the Mediterranean? (3) How did these changes shape the social, cultural, and political forces which gave rise to the institutions of the Roman Empire? All of the study, research, and discussion questions in this course center on these basic problems, and the student should always keep them in mind.

### Class Objective

This class seeks to stimulate students and to educate them in the intelligent collection and use of historical material. Students are required to participate in the evaluation of ancient documents and materials. **Lectures by the professor will be held to a minimum.** Class time will concentrate on the assessment of historical material **through dialogue among students, an associated librarian and the professor.** Dialogue will be based on daily "tickets to class," conferences with the librarian, and student reports.



The goal of this course is for every student, with the professor's guidance, to research and to complete **a fully developed historiographical analysis** of a significant historical person, event, or issue in Roman history. Each analysis shall include a formal classroom presentation and a formal written analysis.



## By the end of this class students will be better able to:

1. Analyze ideas in whole texts from historical documents.
2. Contextualize historical thoughts and ideas in broad movements of history, culture and science.
4. Apply past contexts to give perspectives to contemporary situations.
5. Identify the relation between situational factors and perspectives affecting past authors.
6. Demonstrate a proficiency in reading and interpreting primary texts derived from ancient Hellenistic history.
7. Write analytically with greater ability to:
  - § articulate complex ideas clearly and effectively.
  - § examine claims and accompanying evidence.
  - § support ideas with relevant reasons and examples.
  - § sustain a well-focused, coherent discussion.
  - § control the elements of standard written English.

## Achieving the Class Objective

Students can successfully achieve the class objective by preparing for class, participating in classroom activities such as the tickets to class and class discussions, and completing their historiographical analysis on time in four progressive steps: (1) research proposal, (2) oral report, (3) critiques of oral reports, and (4) final paper.

The **purpose of the research proposals**, the oral reports, the report critiques, and the final research paper shall be to identify and discuss how the primary and secondary source materials deal with the topic assigned to each student. The discussion of historical source material shall include: (1) A discussion of the assigned primary sources for each topic; (2) What the primary sources reveal about ancient history and culture; (3) The strengths and weaknesses of the primary sources; (4) Besides the sources in the assigned readings, what other primary source materials help to illuminate the assigned topic; (5) The methods and approaches of the different secondary interpretations of the assigned topic and its relevant primary sources. (6) How to organize the material into a coherent and useful structure for presentation.

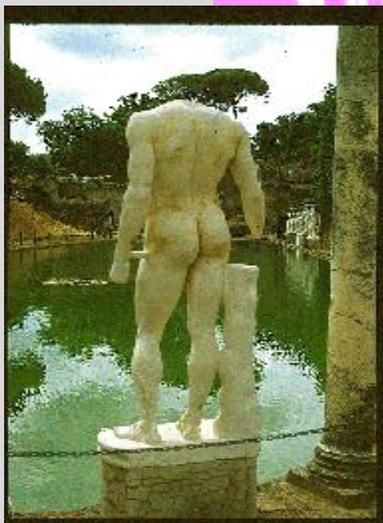
Over the course of the semester students will work to achieve the course goal (the final paper) through a series of progressive steps. Students will be graded at each step.



**Step one** will be the preparation of an initial **500 word research proposal** that presents a thesis, gives a concise prospective of the material that illuminates the thesis, explains the method for researching the topic, provides an outline for the project, and cites a bibliography of at least two primary and eight secondary sources to be consulted in the course of the project (at least one of the secondary sources must be an article from a scholarly historical journal). Initial proposals are due October 2.

Following the submission of the initial proposal on October 2, each student **must schedule a conference with the professor or the associated librarian to discuss her/his research project.** Failure to confer with the professor or librarian will lower the student's final grade for in the class.

**Step two** in the project will be for every student to revise and improve their proposal. All students wishing to gain credit must revise their entire proposal by October 30. Submission of the initial proposal by October 2 will be worth 100 points toward the student's final grade if it is revised by October 30 to the professor's satisfaction. Ten points will be deducted for every day either the initial or revised proposals are late. Both the initial and revised proposals must be typewritten.



**Step three** in the research project will be the preparation and presentation of an **oral report** to the class. Oral reports will explain the progress and results of each student's research into the documentary evidence concerning their topic. (Reports must be a minimum of fifteen minutes in length and not longer than twenty minutes.) Oral reports shall count 200 points toward the final grade. Oral reports will begin in November. At the end of class following each oral report, every student must submit **a written critique** of the quality of the research explained in the oral report. For every oral report one non-reporting student will be assigned to do

an extended critique of the quality of the report's research, the quality and relevance of assigned readings, how well the report utilizes class readings and research readings, in addition to the overall quality of the report. (Critiques must be between 500 and 1200 words) Extended critiques are due at the class meeting one week after each oral report. Each extended critique shall count 100 points toward the final grade. Assignments of reports will be made by the professor in the first week of the semester.



**Step four** in the research project will be the completion of a thoroughly researched and correctly written, 15 page, final paper. (Completed papers are worth 500 points toward the final grade.) Paper must contain proper footnote citations of information sources and a correctly presented bibliography of sources consulted in the student's research. In researching and writing the final paper, students must use and correctly cite at least two primary and eight secondary sources (at least one of the secondary sources must be an article from a scholarly historical journal). Final papers must be typewritten. **Papers are due on December 11, without exception**

A developed lesson plan designed to present the research material to a class of High School or college level students must be included with the final paper. **Lesson plans are due December 11 without exception.**

### **Graded Participation**

Student participation in the discussions among the professor and students plus discussions generated by the oral reports shall be considered in the assignment of final grades. Since **the success of discussion depends upon student preparation** and the free and open discussion of various opinions, **all students must do the assigned readings before class meetings**, participate in discussions, and act in a considerate manner when assessing the ideas of classmates. A lack of tolerance shall be considered cause for dismissal from the class.

On class days when there are no student reports, to stimulate student preparation for every class, students will be required to answer an electronic question (Ticket to Class) about the day's readings before each class. Tickets to Class are due by 12:00 pm the day of class. (Tickets to Class are worth 30 points each week.)

**Tickets to Class, report critiques and oral report surveys are designed to evaluate student readiness** to engage the material. Student readiness depends upon

the extent of the student's reading and research.

There will be two electronic tests on October 18 and December 6.

**Final Grades:** Activities related to the research project make up slightly more than two thirds of the final grade: research proposal = 150 pts.; oral report = 200 pts.; one developed written critique of an oral report = 100 pts; final paper = 500 pts. (950 pts.) The remaining portion of each student's grade will be based on the lesson plan = 100 pts; two electronic tests = 200 pts; student participation in the Tickets to Class = 8 x 30 = 240 pts. and the Report Evaluations.

Based on a total of 1490 total points for the semester 100% to 90% of the available points (at least 1341) = A; 89% to 80% ( at least 1192) = B; 79% to 70% (at least 1043) = C; 69% to 60% = (at least 894) = D; 893 or lower = F.

## REQUIRED TEXTS

M. Boatwright, D. J. Gargola, R. J. A. Talbert,

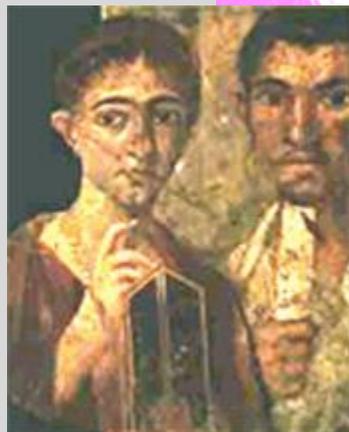
[The Romans From Village to Empire](#)

R. M. Errington, [A History of the Hellenistic World](#)

D. Hacker, [Pocket Style Manual](#)

R. Marius & M. Page, [Short Guide to Writing About History](#)

**SCM**, Selected Course Materials available on Blackboard



All of the above are available through the UTEP bookstore. Copies of other readings will be provided electronically throughout the semester. Electronic sources are marked as **SCM** in the list of Topics and Readings.

## CLASS MEETINGS

Classes meet two times each week from 3:00 to 4:20 PM in the Health Sciences and Nursing Education Building, Room 216. **CLASS ATTENDANCE IS REQUIRED.**

Each student will be allowed a maximum of two absences without penalty. For each absence beyond the maximum, ten points will be deducted from the student's final grade up to a maximum of seven absences. More than seven absences will result in a failing grade. After November 3 permission to drop the class cannot be given.

**Class Topics and Readings**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
Aug. 2017		
28	Introduction	Syllabus as posted on Blackboard
30	What is History?	Video: "The Republic of Rome" Marius, pp. 1-54;
Sept.		
6	What is Roman History?	<b>SCM</b> Livy, "Prologue" Boatwright, pp. 1-27. Errington, pp. 1-9;
11	Rome's First Centuries	Boatwright, 28-42.
13	Roman Values	<b>SCM</b> Livy, Bk. I.24-26, Bk. I.57-60, Bk. II.10
18	Struggle for Italy	<b>SCM</b> Livy, Bk. VII; Boatwright, 43-86.
20	<b>Meet in Library: Room 204B</b>	Marius, 54 - 97

*Select research topics*



25	Roman Socio/Political Order	SCM Livy “Prologue” Bk. VI; Boatwright, 53-69.
27	Conflict of the Orders	SCM Livy, Bk. VIII; Boatwright, 49-51.
Oct.		
2	Alexander & Formation of the Hellenistic World	Errington, 13-76; SCM Livy, Bk. IX
<b><u>Draft of Research Proposals and Outlines Due</u></b>		
4	Hellenistic Kingdoms	Errington, 77-162
9	Politics and Economics of the Hellenistic East	Errington, 163-246
11	Rome Becoming a Mediterranean Power	Boatwright, 87-124; SCM Plutarch, <u>L. of Cato</u>
16	Hellenistic Culture & Society in the Mediterranean	SCM Plautus, "Swaggering Soldier"
18	Governing an Empire?	Errington, 247-315 Boatwright, 125-141
<b>First Electronic Test</b>		
23	Rome in 2nd Cent. BCE The Gracchi	SCM Plutarch, <u>Life of T. Gracchus and Gaius Gracchus</u> , Boatwright 141-153
25	Romans in Spain	SCM Cary & Scullard 133-137; 141-147

30 Marius and the War with Jugurtha Boatwright, pp. 154-160;  
Sallust, "Jugurthine War"

**Revised Proposals and Outlines  
Due**

Nov.

1 The Threat from the North Boatwright, pp. 160-167

6 Civil War and Change Boatwright, pp. 167-184;  
Plutarch, L. of Sertorius

8 Sulla Boatwright, pp. 177-195

13 Sulla's Legacy Boatwright, 196-208

**Oral Reports Begin**

15 Cicero Boatwright, pp. 209-216;  
Sallust, "Conspiracy of  
Cataline"

20 Military Dynasts: Caesar & Pompey Boatwright, pp. 217-256.

22 Roman Slavery Oral Reports

27 Roman Women Oral Reports

29 Roman Architecture Oral Reports

Dec.

4 Roman Art Oral Reports

6 Breathing Space

**Second Electronic Test**

11 **Final Paper Due (4 PM)**

19 Final Grades Posted

