I. **ASCRC General Education Form** (revised 9/15/09)

Use to propose new general education courses (except writing courses), to change existing gen ed courses and to remove designations for existing gen ed courses.

Note: One-time-only general education designation may be requested for experimental courses (X91-Previously X95), granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>III. Language</th>
<th>VII: Social Sciences</th>
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<tbody>
<tr>
<td>III Exception: Symbolic Systems *</td>
<td>VIII: Ethics &amp; Human Values</td>
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<td>IV: Expressive Arts</td>
<td>IX: American &amp; European</td>
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<td>V: Literary &amp; Artistic Studies</td>
<td>X: Indigenous &amp; Global</td>
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<td>VI: Historical &amp; Cultural Studies</td>
<td>XI: Natural Sciences</td>
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<td>*Courses proposed for this designation must be standing requirements of majors that qualify for exceptions to the modern and classical language requirement</td>
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<tr>
<th>Dept/Program</th>
<th>Course #</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HSTR</td>
<td>304</td>
<td>3</td>
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<thead>
<tr>
<th>Course Title</th>
<th>History of Rome (an offering of the Classics Section of MCLL)</th>
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<th>Prerequisite</th>
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<th>II. Endorsement/Approvals</th>
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Complete the form and obtain signatures before submitting to Faculty Senate Office

Please type / print name | Signature | Date |
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<tr>
<td>Instructor</td>
<td>Ausland</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>243-2125/hayden.ausland@etc.</td>
<td></td>
</tr>
<tr>
<td>Program Chair</td>
<td>Gillison</td>
<td></td>
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<td>Dean</td>
<td>Comer</td>
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<th>III. Type of request</th>
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New | One-time Only | Change | Remove |
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Reason for Gen Ed inclusion, change or deletion | Appositeness under re-cast criteria |
Description of change | Renewal of Gen Ed designation |

IV. **Description and purpose of new general education course:** General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble: http://umt.edu/facultysenate/archives/minutes/gened/GE_preamble.aspx

It is not new, but traditionally 'History' Gen Ed course requiring confirmation under recently re-cast criteria. The course studies Roman history, historiography, and their influence on the Western tradition.

V. **Criteria:** Briefly explain how this course meets the criteria for the group. See: http://umt.edu/facultysenate/documents/forms/GE_Criteria5-1-08.aspx
Courses teach students how to: present ideas and information with a view to understanding the causes, development, and consequences of historical events;

HSTR 304, an offering of the Classics Section of MCLL, requires primary (ancient) readings of the students (i.e., presents readings to the students as required for the course) that present their readers (via a literary, or written presentation) with historical contexts (the interwoven materials of the historiographical record reflected in these ancient literary works). Occurring within these already informative historical readings are ideas, in more than one relevant sense. One of these understands by "ideas" the thoughts of ancient writers themselves -- whether on historical events, principles of historiography, or some other pertinent matter. Another understands the thoughts of the dramatis personae of the literary record, whose reported speech regularly forms an part of ancient writers' presentation of the historical record. By presenting students with ideas and information in this way, HSTR 304 teaches, or instructs them by way of example how to do the same thing themselves. Students write papers and essay-question exam answers in which they must offer literary explanations of (a) their own ideas about ancient historical events, perhaps (depending on the terms of the specific assignment) explicitly as conditioned by (b) the ideas ancient writers offer in propria persona, or (c) the terms in which ancient writers offer versions of ideas they attribute to characters who act out parts in their works. In consequence, they see, and so learn, how to put forward intelligible literary form, or present, ideas in several senses. HSTR 304 also schools students in the presentation of information, inasmuch as it tests them on facts presented to them via readings (and in lectures). By "information" is here meant broadly anything conferring a form on the student's intellect via his cognitive capacities. Students present such information, for instance, on the first part of the three-part in-class examinations, which confronts students with simple terms (e.g., "Acropolis") for brief identification. Many memorable events narrated by writers like Livy, et al are set forward in a way designed by these writers to allow the reader to follow, and so come to understand, the development of later among these out of earlier ones. Students study and imitate them, looking forward to, as to a goal, understanding (grasping in an intellectual sense, rather than in accordance with sentiment) causes (i.e. things, persons, actions, or states of affairs responsible for some event or events worthy of remembering), development (in the sense just specified), and consequences. Thus, for example, Polybius (3.6-7) carefully distinguishes "cause" from "first action" and "pretext", saying that we must penetrate to the cause to understand Rome's rapid rise to world dominance (his subject). The course proceeds with a view to understanding this statement, and others like it. Livy (Praef.) proposes to begin 700 years before his own time, "tracing my story from its small beginnings up to these recent times when its ramifications are so vast that that any treatment of it is hardly possible". The student of HSTR 304 follows Livy's account for the first half of this period, continuing with accounts of subsequent events in other sources, and so gains an ability to understand and explain historical development. Cassius Dio (53.17-19) explains how Octavian's assumption of the title Augustus (27 BC) placed Rome effectively once more under a monarchy, adding that this changed how one would have to write history henceforth. The reader sees both historical and historiographical consequences of imperial political forms, and as a result gains an ability to understand and explain historical consequences.
| Evaluate texts or artifacts within their historical and/or cultural contexts; and analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts. | "Evaluate" in this connection means both (i) assess as guides to retrieving historical events (in the modern sense), and (ii) assess as valuable historiographical exemplars per se. HSTR 304 is based on the reading of primary texts, which here serve both as (i) historical "sources" (viz. for modern speculation regarding events in the past) and as (ii) our classical exemplars in the field of historiography. The course is designed to present both aspects of these works, so that students come to grasp not only their value as guides to retrieving historical events (in the modern sense), but also their paradigmatic value as classics in the genre. Since coming to appreciate value enables one to evaluate, the student in HSTR 304 learns how to evaluate texts. Something analogous holds of numerous relevant artificial remains (e.g. the Athenian Tribute lists preserved on stone monuments). The historical context of texts like the ones required in this course is to be conceived in a twofold sense, according as they are regarded under the two kinds just mentioned. As sources, they are limited or enhanced by ancient conditions of various kinds, e.g. the lack of movable type before Gutenberg or the clarity of Greek speculation, respectively. As classics, their context is the authoritative cultural tradition within which they have been handed down to us. HSTR 304 focuses alternately on both kinds of context, so that the student learns how to evaluate texts both within their historical and their cultural contexts. "Analyze" (break down into constituent parts) means different things in the case of different kinds of compounds. By "human behavior" is meant here primarily what the ancients called "action" (Gk. praxis; Latin actio), which is analyzable in a number of different ways. One of these distinguishes different kinds of explanation for actions men (humans) undertake. Another distinguishes different elements of an action itself. As an example of the former, one may cite Polybius' distinction between "cause", "pretext", and "first action". (3.6); and, as an example of the latter, his identification of "cause" of the war between Antiochus and the Romans with the "anger" the Aitolians felt at having been, as they saw it, slighted by the Romans. (3.7) For that matter, even something like what is called "behavior" in the Social Sciences may be found set forth and analyzed in the same author's description of the Romans' scrupulous adherence to oaths (6.58) HSTR 304 adverts closely to such literary passages, so that the student learns how to analyze action, or "human behavior", from the best teachers. In the case of ideas expressed in speeches and authorial comments alike, one among a number of kinds of analysis is rhetorical, e.g. of the way Sallust employs an epideictic rhetoric (viz., of praise and blame) when introducing his monographs or composing speeches within them. By becoming acquainted with such phenomena, the student learns how to analyze ideas. In the case of institutions mentioned in the readings, a key form of analysis is political. An example of this is found in Polybius' lengthy disquisition on the Roman Republic, (Book 6, passim), the classic statement of the nature and advantages of a "mixed constitution", from which our own three-branched government derives. By reading and studying such discussions, the student learns how to analyze institutions. The historical and cultural context of the actions, ideas, and institutions the student learns to analyze comes to us for the most part embedded in the texts for the course. By confronting historical accounts through primary readings, the student learns how to analyze ideas, action ("human behavior"), and institutions (in these senses explained above) within their historical and/or cultural contexts. |
The course justification should explain the approach and focus with respect to its chronological, geographical, and/or topical content. A methodological component (e.g., historiography or ethnography) must be apparent.

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<tr>
<th>VI. Student Learning Goals: Briefly explain how this course will meet the applicable learning goals.</th>
<th>The course approaches as its topic the history of the Romans (who initially lived in a small settlement on the Tibur River in Italy, but came to dominate the known world) from the founding of the city (753 BC) through the death of Augustus (AD 14). It focuses on ancient writings in relation to the full sweep of its content. Its method is partly determined by the classical status of the writings used, but also by modern criticism, where the limitations of these viewed as sources for modern speculation come into play. The approach HSTR 304 is thus radical, while traditional. It to a large extent follows the model of college courses in Roman History as these have been taught as part of a liberal education since the beginnings of university education. At the same time, it treats the ancient writings required for the course as the classics they are, so returning to the ancient roots of history as a discipline. The basic method of the first strain is the intelligently empirical one developed first in Germany (see, e.g., H. Bengston, <em>Introduction to Ancient History</em>), which involves regarding ancient history as a part of &quot;the science of antiquity&quot;. That of the second bears some resemblance to the more liberal Anglo-American approach of what is called the &quot;Great Books&quot; movement (see, e.g., M. Adler, <em>How to Read a Book. The Art of Getting a Liberal Education</em>), but this is really just reading a classic carefully, honestly, and without the easy assumption of modern superiority, focusing on Roman history as related and conceived by the ancient writers. This tends to change from author to author, but with the judicious use of sources, a continuous story tends to emerge, of the course of Classical Greek history and historiographical styles. The student leaves the course instructed in both methods. Although something resembling ethnography is found from time to time (especially in Polybius and Caesar), historiographical questions are a dominant aspect in the course.</th>
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<tr>
<td>1. synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events;</td>
<td>The information and ideas conveyed via readings and lectures in this course are of course impossible to list specifically here, but will in outline correspond to the series of readings and topics set forth on the syllabus. By presenting students with these, <em>with a view to understanding causes, development, and consequences of historical events</em> it will provide the student with materials that he can put together, or <em>synthesize</em>. (For the meanings of the terms in the above explanation, please see the explanations already given above.) Essay questions on the examinations, marked for historical accuracy and effective focus on the assigned question (or take-home paper assignments marked also for the writing) will test this <em>synthetic ability</em>. Example: a take-home paper assignment, asking students to explain the effects of the &quot;mixed&quot; Roman constitution, as described by Polybius, on the course and outcome of the second Punic War. The grading measure will be the instructor's considered judgment of the whole result, based in part on his professional experience.</td>
</tr>
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2. **evaluate texts or artifacts within their historical and/or cultural contexts;**

The primary readings, or texts, employed in this course are reflected on the list of readings and topics set forth on the syllabus. By having students read these, while bearing in mind their historical and cultural context, HSTR 301 will school students in *the evaluation of texts within these same historical and cultural contexts.* (For the meanings of the terms in the above explanation, please see the explanations already given above.) Essay questions on the examinations, marked for historical accuracy and effective focus on the assigned question (or take-home paper assignments marked also for the writing) will test this *evaluative ability.* Example: an exam-essay question asking the student to explain the likely influence of Sallust's earlier political career on his historical writing during his retirement after the death of Caesar. The grading measure will be the instructor's considered judgment of the whole result, based in part on his professional experience.

3. **analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.**

The information and ideas presented within their historical and cultural contexts via readings and lectures in this course exhibit many instances of action (or "human behavior"), ideas, and institutions. By presenting students with these also as compounds of various kinds for taking apart, or analysis, HSTR301 will move them to analyze them into meaningful parts. (For the meanings of the terms in the above explanation, please see the explanations already given above.) Essay questions on the examinations, marked for historical accuracy and effective focus on the assigned question (or take-home paper assignments marked also for the writing) will test this *analytic ability.* Example: a relatively open essay exam-question, asking students to explain the merits of the Romans' treatment of their opponents and allies during their conquest of the Italian peninsula. The grading measure will be the instructor's considered judgment of the whole result, based in part on his professional experience.

**VII. Justification:** Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).
Some reasons:

(1) Tradition. The study of Roman history, as traditionally understood, has been part of the basic liberal arts curriculum at UM since the institution was founded by Father Aber and four colleagues over 100 years ago. This particular course has been part of the General Education curriculum since I designed it with this purpose -- among others -- in view twenty years ago. The unspecialized reading and study of what are called "great books" such as those of Livy, Polybius, and Sallust has been understood as integral to liberal education since the system was brought back to America from England after WWI.

(2) The scope meets the definition of "foundational" for Group VI in various regards. HSTR 301 examines over seven centuries of the historical record, and the topical approaches of ancient writers active over two of these and three more subsequent centuries, while examining the expansion of Roman influence over the known world.

(3) In a traditional sense, it provides a foundation for further study within the humanities generally: knowing about Roman history allows one the better to appreciate later literature, art, and humanistic thought.

(4) That it is upper division in numbering does not designate it as specialized: There are no prerequisites. (If anything is a problem, it is over-preparation in half-understood stereotypes gained in other course-work.) Note that although the course is listed as HSTR 304, and has a role in the History program, it is the property not of the History Department, but of Classics in MCLL (OSHA has certified this a consequence of the new numbering system.) Nonetheless, it is true to say, as History does of the courses that it governs, it "rests on a modicum of . . . ability". The course in principle presupposes some ability to read and write English, for instance. But it does not presuppose any lower-division history -- or anything else of the kind -- since it essays to be an introduction to history in its own right, by introducing students to writers who have helped define the discipline.

(5) It might have been numbered a lower-division course, but for the needs of several programs in which it figures (Classical Languages, Classical Civilization, History, Military Science), where a proper balance between upper and lower division work and/or a venue for the upper division writing requirement is needed.

(6) The course does not run afoul of the currently underlying reason for preferring lower division General Education courses, which -- as I understand it -- responds to citizen and legislative concerns that UM professors are avoiding their basic educational duties in favor of teaching specialized courses on trendy or pet research topics. The faculty in Classics does not fall subject to this criticism, for which reason it received an additional line as part a fairly recent "Quality Initiative". More specifically, HSTR 304 offers students no arcane research topics, and no postmodernism or other ideological distractions; it gives them the basic stuff straight with no chaser: the classic treatments of Greek history treated critically, but with respect.

(7) For related reasons, it is in this day and age especially foundational. Students need to know something solid about classical history in order to control a lot they may otherwise hear about the ancients during their educational careers.

VIII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html
History of Rome

History 304 (1)/CLAS 303 (1)  Fall Semester, 2011
Class meetings: Tuesday & Thursday 11:10-12:30 (LA 207)
Hayden W. Ausland  Classics/FLL (Office: LA 424; tel. 243-2125)
Office hours to be announced

This is a course in (a) ancient historiography and (2) the classical antecedents to the Western tradition of Europe and America, as well as in (3) Roman history. For several reasons it is devoted largely to political history--although questions of social history will naturally arise from time to time. We shall be reading works by several ancient writers treating Roman events and personalities from various perspectives and in various periods extending from the city's foundation (753 B.C.) through the death of Augustus (14 A.D.). Within a single semester only the key historical features of so lengthy a time period can be surveyed. Some consideration will be made of secondary works and modern historical hypotheses set forth in these, but our principal focus will be on the ancient writings and other evidence. They are our sources; modern writings, by contrast, tell us what our predecessors have thought about the sources. Substantial attention will be given to a critical treatment of these historical sources, as well as their impact as classical works on the subsequent European and American political tradition.

General Education credit: [see addendum]

Projected schedule of readings and subjects of treatment:

Weeks 1-2:  Livy, *Early History of Rome* (=*Ab Urbe Condita*, books 1-5)
            Rome's foundation; Kingship and early Republic (ca. 753-386 B.C.)

Weeks 3-5:  Polybius, *Histories*  [Books 1-6, 12, and parts* of 9-15, & 39]
            Plutarch, *Cato the Elder* and *Aemilius Paullus*
            Punic Wars; Constitution and Military as basis for empire (264-167 B.C.)

Weeks 6-7:  Appian, *Civil Wars* (book 1)*
            Plutarch, *T. and C. Gracchus*, *Marius*, and *Sulla*
            Sallust, *Jugurthine War*
            Earlier Civil Wars (133 to 70 B.C.)

Weeks 8-9:  Sallust, *Conspiracy of Catiline*
            Cicero, *Verres I, II.5*, *Command of Cn. Pompey*, *Catiline I-IV*
            Plutarch, *Pompey & Caesar*
            Breakdown of the Roman republic

Weeks 10-11: Caesar, *Civil War* (selections)*
              Cicero, *Marcellus & Philippic II*
              Plutarch, *Antony*
              Later Civil Wars (50-45 B.C.)

              The imperial regime of Augustus (32 B.C.-14 A.D.)

Weeks 14-15: Cicero, *Republic* and *Laws* (selections)*
              Montesquieu, *The Greatness of the Romans and their Decline* (1-13)*
              *The Federalist* (selections)*
Procedures, Evaluation, etc.

Class will be conducted as a lecture with due allowance for discussion, and the coursework will call upon your powers of careful and critical reading, as also of written and occasionally oral discourse.

There will be mid-term exams in the sixth and eleventh weeks, respectively (Thursday, October 6th. & Thursday, November 10th.) and a two-hour final exam at the time announced in the official university schedule. All examinations will have three parts: (i) a brief section on the identification of persons or themes; (ii) a passage or two quoted from the readings for discussion; (iii) a more general problem posed for essay treatment. On November 29 a short paper will be due on a topic you will be able to choose from a small selection to be announced in advance.

These four written assignments, together with other indications of genuine engagement with the course (attendance, participation, etc.) will form the basis for evaluating performance as a whole. Note that students' performance will thus be graded based on a number of factors to which it would be unduly rigid to assign "percentage" values (grading will be based upon all these factors regarded as aspects of a whole, rather than as fractions of a sum). Both the quality and consistency of each student's performance are important.

I shall be announcing certain office hours when I am available to the public. I encourage you to use these, but also to arrange with me to meet at any other time that is convenient for us both. I am as a professional matter interested in your academic and professional development.

Students should acquaint themselves with the conditions governing enrollment, performance, and evaluation in university course work set out in the University of Montana Catalogue, Schedule of Classes, and Student Conduct Code.

Books available through the University's bookstore:

It will be "required" (i.e. for proper academic achievement) for students in the course to study some version or other of the readings listed on the front of this sheet. Alternate translations found in other bookstores, libraries, or online are acceptable (provided they note book and section numbers). Those below should be available at the UC.

Livy, Early History of Rome (Viking-Penguin)
Cassius Dio, The Roman History: The Reign of Augustus (Viking-Penguin)
Sallust, Jugurthine War/Conspiracy of Catiline (Viking-Penguin)
Polybius, The Histories (Oxford World Classics)
Plutarch, Roman Lives (Oxford World Classics)
Cicero, Political Speeches (Oxford World Classics)

The remaining readings (marked *) will be made available in electronic form.

Addendum on General Education Credit and Student Learning Goals

It will be useful to mention the terms under which this course qualifies for General Education Credit:

(Historical and Cultural Studies) This course presents the historical or cultural contexts of ideas and institutions, and examines cultural development or differentiation in the human past. It is foundational in
that it is wide-ranging in chronological, geographical, or topical focus, or in that it introduces students to methods of inquiry specific to a particular discipline.

Criteria: Courses teach students how to: (1) present ideas and information with a view to understanding the causes, development, and consequences of historical events; (2) evaluate texts or artifacts within their historical and/or cultural contexts; and analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts. (3) The course justification should explain the approach and focus with respect to its chrono-logical, geographical, and/or topical content. A methodological component (e.g. historiography or ethnography) must be apparent.

Instructor's explanation:
(1) "Evaluate" in this connection means both (i) assess as guides to retrieving historical events (in the modern sense), and (ii) assess as valuable historiographical exemplars per se. HSTR 304 is based on the reading of primary texts, which here serve both as (i) historical "sources" (viz. for modern speculation regarding events in the past) and as (ii) our classical exemplars in the field of historiography. The course is designed to present both aspects of these works, so that students come to grasp not only their value as guides to retrieving historical events (in the modern sense), but also their paradigmatic value as classics in the genre. Since coming to appreciate value enables one to evaluate, the student in HSTR 304 learns how to evaluate texts. Something analogous holds of numerous relevant artificial remains (e.g. the Athenian Tribute lists preserved on stone monuments). The historical context of texts like the ones required in this course is to be conceived in a twofold sense, according as they are regarded under the two kinds just mentioned. As sources, they are limited or enhanced by ancient conditions of various kinds, e.g. the lack of movable type before Gutenberg or the clarity of Greek speculation, respectively. As classics, their context is the authoritative cultural tradition within which they have been handed down to us. HSTR 304 focuses alternately on both kinds of context, so that the student learns how to evaluate texts both within their historical and their cultural contexts. "Analyze" (break down into constituent parts) means different things in the case of different kinds of compounds. By "human behavior" is meant here primarily what the ancients called "action" (Gk. praxis; Latin actio), which is analyzable in a number of different ways. One of these distinguishes different kinds of explanation for actions men (humans) undertake. Another distinguishes different elements of an action itself. As an example of the former, one may cite Polybius' distinction between "cause", "pretext", and "first action". (3.6); and, as an example of the latter, his identification of "cause" of the war between Antiochus and the Romans with the "anger" the Aitolians felt at having been, as they saw it, slighted by the Romans. (3.7) For that matter, even something like what is called "behavior" in the Social Sciences may be found set forth and analyzed in the same author's description of the Romans' scrupulous adherence to oaths (6.58) HSTR 304 adverts closely to such literary passages, so that the student learns how to analyze action, or "human behavior", from the best teachers. In the case of ideas expressed in speeches and authorial comments alike, one among a number of kinds of analysis is rhetorical, e.g. of the way Sallust employs an epideictic rhetoric (viz., of praise and blame) when introducing his monographs or composing speeches within them. By becoming acquainted with such phenomena, the student learns how to analyze ideas. In the case of institutions mentioned in the readings, a key form of analysis is political. An example of this is found in Polybius' lengthy disquisition on the Roman Republic, (Book 6, passim), the classic statement of the nature and advantages of a "mixed constitution", from which our own three-branched government derives. By reading and studying such discussions, the student learns how to analyze institutions. The historical and cultural context of the actions, ideas, and institutions the student learns to analyze comes to us for the most part embedded in the texts for the course. By confronting historical accounts through primary readings, the student learns how to analyze ideas, action ("human behavior"), and institutions (in these senses explained above) within their historical and/or cultural contexts.

(2) "Evaluate" in this connection means both (i) assess as guides to retrieving historical events (in the modern sense), and (ii) assess as valuable historiographical exemplars per se. HSTR 304 is based on the reading of primary texts, which here serve both as (i) historical "sources" (viz. for modern speculation
The course approaches as its topic the history of the Romans (who initially lived in a small settlement on the Tibur River in Italy, but came to dominate the known world) from the founding of the city (753 BC) through the death of Augustus (AD 14). It focuses on ancient writings in relation to the full sweep its content. Its method is partly determined by the classical status of the writings used, but also by modern criticism, where the limitations of these viewed as sources for modern speculation come into play. The approach HSTR 304 is thus radical, while traditional. It to a large extent follows the model of college courses in Roman History as these have been taught as part of a liberal education since the beginnings of university education. At the same time, it treats the ancient writings required for the course as the classics they are, so returning to the ancient roots of history as a discipline. The basic method of the first strain is the intelligently empirical one developed first in Germany (see, e.g., H. Bengston, Introduction to Ancient History), which involves regarding ancient history as a part of "the science of antiquity". That of the second bears some resemblance to the more liberal Anglo-American approach of what is called the "Great Books" movement (see, e.g., M. Adler, How to Read a Book. The Art of Getting a Liberal Education), but this is really just reading a classic carefully, honestly, and without the easy assumption of modern superiority, focusing on Roman history as related and conceived by the ancient writers. This tends to change from author to author, but with the judicious use of sources, a continuous story tends to emerge, of the course of Classical Greek history and historiographical styles. The student leaves the course instructed
in both methods. Although something resembling ethnography is found from time to time (especially in Polybius and Caesar), historiographical questions are a dominant aspect in the course.

-- and the **Student Learning Goals**:

1. synthesize ideas and information with a view to understanding the causes and consequences of historical developments and events;

   [Instructor's note: The information and ideas conveyed via readings and lectures in this course are of course impossible to list specifically here, but will in outline correspond to the series of readings and topics set forth on the syllabus. By presenting students with these, with a view to understanding causes, development, and consequences of historical events it will provide the student with materials that he can put together, or synthesize. (For the meanings of the terms in the above explanation, please see the explanations already given above.) Essay questions on the examinations, marked for historical accuracy and effective focus on the assigned question (or take-home paper assignments marked also for the writing) will test this synthetic ability. Example: a take-home paper assignment, asking students to explain the effects of the "mixed" Roman constitution, as described by Polybius, on the course and outcome of the second Punic War. The grading measure will be the instructor's considered judgment of the whole result, based in part on his professional experience.]

2. evaluate texts or artifacts within their historical and/or cultural contexts;

   [Instructor's note: The primary readings, or texts, employed in this course are reflected on the list of readings and topics set forth on the syllabus. By having students read these, while bearing in mind their historical and cultural context, HSTR 301 will school students in the evaluation of texts within these same historical and cultural contexts. (For the meanings of the terms in the above explanation, please see the explanations already given above.) Essay questions on the examinations, marked for historical accuracy and effective focus on the assigned question (or take-home paper assignments marked also for the writing) will test this evaluative ability. Example: an exam-essay question asking the student to explain the likely influence of Sallust's earlier political career on his historical writing during his retirement after the death of Caesar. The grading measure will be the instructor's considered judgment of the whole result, based in part on his professional experience.]

3. analyze human behavior, ideas, and institutions within their respective historical and/or cultural contexts.

   [Instructor's note: The information and ideas presented within their historical and cultural contexts via readings and lectures in this course exhibit many instances of action (or "human behavior"), ideas, and institutions. By presenting students with these also as compounds of various kinds for taking apart, or analysis, HSTR301 will move them to analyze them into meaningful parts. (For the meanings of the terms in the above explanation, please see the explanations already given above.) Essay questions on the examinations, marked for historical accuracy and effective focus on the assigned question (or take-home paper assignments marked also for the writing) will test this analytic ability. Example: a relatively open essay exam-question, asking students to explain the merits of the Romans' treatment of their opponents and allies during their conquest of the Italian peninsula. The grading measure will be the instructor's considered judgment of the whole result, based in part on his professional experience.]

[Instructor's general comment: The broader goal is to have acquired this element of a basic liberal education.]

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**Please note:** Approved general education changes will take effect next fall.
General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.