

General Education Course Approval Form

Date of Submission: May 7, 2010

1. Check which area(s) this course applies to.

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input checked="" type="checkbox"/>	Quant Reasoning – Math	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Quant Reasoning – Stat	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	Citizenship – USA	<input type="checkbox"/>
Composition & Communications - I	<input type="checkbox"/>	Citizenship - Global	<input type="checkbox"/>

2. Provide Course and Department Information.

Department: History

Course Prefix and Number: His 230 x CLA 230 Credit hours: 3

Course Title: The Ancient Near and Greece to the Death of Alexander the Great

Expected Number of Students per Section: 60+ Course Required for Majors in your Program? No

Prerequisite(s) for Course? None

Departmental Contact Information Date: May 7, 2010



Name: Bruce F. Holle Email: Bholl2@uky.edu

Office Address: 1797 POT Phone: 257-5753

3. In addition to this form, the following must be submitted for consideration:

- A major course change form for revision of existing courses or a new course form for new courses.
- A syllabus that conforms to the Senate Syllabi Guidelines, including listing of the Course Template Student Learning Outcomes.
- A narrative that explains: 1) how the course will address the General Education and Course Template Learning outcomes; 2) active learning activities for students; and 3) the course assignment(s) that can be used for Gen Ed course assessment.

4. Signatures

Department Chair:  Date: 5/6/10
 Dean: Anna R. K. Bosch  Date: 8/13/10

Submit all proposals electronically to:
Sharon Gill
 Office of Undergraduate Education
Sharon.Gill@uky.edu

General Education Course Narrative

History 230: The Hellenistic World and Rome

Directed at non-majors as well as majors, History 230 is a survey course which discusses the history of the Hellenistic World and Rome from the death of Alexander the great in 323 BCE to the fall of the Roman Empire in 476 CE. Through lectures, readings, discussions, and composition of essays, the class will begin to understand the basic outlines of the cultures of these regions, how they developed over time, and their interactions and mutual influences. The discipline of history requires the individual student to carefully engage the multiple aspects of cultures and to analyze their development over time. As historians have evolved their craft over the last two centuries, the process of understanding the history of previous cultures has evolved as well. This course will be an introduction to that process. The interactions between the numerous cultures and civilizations of the Hellenized Near East and later with the Romans has produced a variety of examples of religious, political, economic, intellectual, and social convergences which have spawned numerous scholarly explanations. This course will attempt to introduce the student to some of the explanations of these interactions, to demonstrate the different methods by which scholars approach these subjects, to clearly demarcate chronological markers which inhibit facile comparisons, and to make students aware of the complicated differences among the cultures in ethnicity, cultural orientations, religious structures, and political formations.

The course is divided into two parts: the first seven weeks will concentrate on the interaction of Hellenistic culture on the ancient civilizations of the Near East and the rise of the Roman Republic; the last eight weeks will focus on Rome from the late Republic to the rise and fall of its illustrious successor the Roman Empire. From the lectures the students will become acquainted with the following:

- a. a familiarity with the interactions among the numerous Near Eastern cultures and their Hellenistic political overloads.
- b. an ability to recognize and analyze multi-causal explanations of historical changes
- c. an understanding of the differences between the ancient and the modern concepts of society and their underlying elements: the roles of women, slavery as defined in Near Eastern, Greek, and Roman cultures, law codes as snapshots of

ancient societies, and how ethnicity, class, and gender roles are environmentally situated.

As discussions are an integral part (20%) of this course, all students will be expected to read the material assigned and be prepared to discuss the texts on the days noted in the syllabus. The skills to be acquired from discussion include:

- a. the ability to read critically both primary and secondary sources
- b. the skill to articulate the author's argument and to notice if bias is present
- c. the necessity of using specific citations from the sources to prove your points
- d. the ability to argue with another person on the facts and on the interpretation of the facts, not on one's feelings about the subject
- e. the necessity to realize that the ancient world, its cultures and peoples are far different from our own times and that one must be respectful of the differences and not be caught up in the bias of presentism

There will be two short essays (1500-2000 words each) which will examine the student's ability to analyze primary sources (Plutarch and Petronius), organize data, present a clear thesis, and argue it logically with specific citations from the sources. These two assignments (10% each) will enhance the student's abilities in the mastery of English prose style, in the organization of data into coherent formats, and in the ability to present a compelling argument. All these skills will be accomplished within the context of an ancient culture (Rome) where students will work solely with primary sources and their own intellect. See syllabus for complete instructions for the papers.

There will be an hour exam (25%) on the cultures of the ancient Hellenistic Greece and the early Roman Republic and a final exam (35%) on the Roman world to its collapse in the fifth century of the Common Era. Both exams will be in the essay format where study questions will be given in advance to the students. All questions will require students to integrate material they have received from the lectures, from the textbook, and from the supplemental readings assigned every week. The questions are complex, and the answers require significant study; thus they are given in advance.

University Senate Syllabi Guidelines

HIS 230
x CHA 230

General Course Information

- Full and accurate title of the course.
- Departmental and college prefix.
- Course prefix, number and section number.
- Scheduled meeting day(s), time and place.

add
TBA

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name.
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor.
- Office phone number.
- Office address.
- UK email address.
- Times of regularly scheduled office hours and if prior appointment is required.

Course Description

- Reasonably detailed overview of the course.
- Student learning outcomes.
- Course goals/objectives.
- Required materials (textbook, lab materials, etc.).
- Outline of the content, which must conform to the Bulletin description.
- Summary description of the components that contribute to the determination of course grade.
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- Final examination information: date, time, duration and location.
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
- Policy on academic accommodations due to disability. Standard language is below:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance.
- Excused absences.
- Make-up opportunities.
- Verification of absences.
- Submission of assignments.
- Academic integrity, cheating & plagiarism.
- Classroom behavior, decorum and civility.
- Professional preparations.
- Group work & student collaboration.

Day/Time/Place: TBD

HISTORY 230/CLASSICS 230 THE HELLENISTIC WORLD AND ROME

PROFESSOR HOLLE

1707 Patterson Office Tower

Office Hours: MWF 3-4:30, T-TH 9:30-11, and by appointment. If my office door is open, please come in; I am usually here every day.

Office Phone 257-5753

Home Phone 327-3068 (not after 10 PM)

bholl2@uky.edu

REQUIRED BOOKS:

C.G. Starr, *A History of the Ancient World* 4th ed. Oxford, 1991

Plutarch, *Fall of the Roman Republic* intro. by R. Seager Penguin 1972

Petronius, *The Satyricon* tr. W. Arrowsmith Meridian 1994

R.B. Kebric, *Roman People* 4th ed. Mayfield 2001

Keith Hopkins, *A World Full of Gods* Plume 2001

Course Packet: Selections on Hellenistic History and Culture available to copy from the instructor.

GRADE DETERMINATION:

Mid-term Exam	March 7, 2011 10-11 AM	25%
Final Exam	May 4, 2010 10:30-12:30	35%
Two Papers	April 4th and April 25th, 2011	20%
Discussion/Quizzes	As noted on Lectures and Assignments	20%

COURSE DESCRIPTION:

1. History 230 is a survey course covering the history of the Greek/Macedonian kingdoms from the death of Alexander the Great to the death of Cleopatra VII as well as Roman history from its Indo-European origins to the fall of Rome in 476 C.E. Through lectures, readings and discussions, the class will begin to understand the basic outlines of these cultures, how they developed over time, their interactions and influences. This course is divided into two parts: the first seven weeks will discuss the rise of Hellenistic kingdoms (the successors of Alexander the Great) and their control over the indigenous cultures of the ancient Near East as well as the cultural interactions among the peoples. We will also look at the formation of the Roman Republic in its earliest centuries. The last eight weeks will investigate how the people on the Tiber River in central Italy (the Romans) were able to conquer and control all of the peoples of Italy and then restructure themselves politically and conquer and rule most of the Mediterranean world for four hundred years. These are fascinating topics. From the lectures students will become acquainted with the following:

a. a familiarity with the differences between Hellenic, Hellenistic and Near Eastern cultures

- b. the uneven results of cultural interaction between a dominant imperial power and a variety of older, more sophisticated societies
- c. how to understand the differences between ancient and modern concepts of society and their underlying components: the roles of women and the positions of slaves in Near Eastern, Hellenistic and Roman cultures, and how imperialism, ethnicity, class and gender viewpoints are environmentally situated.

2. The hour exam (25%) will cover the Hellenistic World and the early Roman Republic; the final exam (35%) will test your knowledge of the late Republic and the Roman Empire until its fall in 476 CE. All paper topics and instructions are included in the syllabus (see below) and allow students to begin working on their papers long before their due dates. All written assignments must be typewritten or computer-generated, **double-spaced**, with 1 inch margins, and a font no smaller than 12! Class discussions will be an integral part (20%) of this course. You will be expected to organize, criticize and discuss the readings or documents assigned for the week on the syllabus Reading Schedule. There will be two quizzes (one announced and one unannounced) before the Hour Exam and before the Final Exam. I will make only one assumption concerning students and the required readings. **I will assume that you have read and taken notes on the material assigned for that week and are ready to discuss the readings or to take a quiz.** If a substantial portion of the class is not prepared for the weekly discussion, I shall increase the number of quizzes. **BE PREPARED.** The skills to be acquired from the discussion classes include:

- a. the ability to read critically both primary and secondary sources
- b. the skill to articulate the author's argument and to notice bias if present
- c. the necessity of using specific citations from the sources to prove your points
- d. the ability to argue with another person on the facts and the interpretation of the facts,, not on one's feelings about the subject
- e. the necessity to realize that the ancient world, its cultures and peoples are far different from our own time and that one must be respectful of the differences and not be caught up in the bias of presentism

3. All papers are due on the dates assigned in the class schedule (see below). It is the responsibility of each student to take exams and quizzes and to submit papers at the appointed times. **If you believe that you will be unable to do so, contact me prior to the date to discuss the possibility of an extension.** Since the date for all exams and the due dates for both papers are listed in the syllabus, no **post facto** (after the fact) excuses will be accepted for missing an exam or quiz or for failing to turn in a paper on time. Students who miss more than one quiz and/or three discussions without an acceptable excuse will receive a grade of 0 for class participation. This grade is far worse than an E; see the page on Grades for the full implications of this grade. The only exceptions to this policy are those occasions of needs specified in the booklet, Students Rights and Responsibilities, available on-line (S.R.5.24.2). For situations which meet these criteria, the specified make-up procedures (agreed upon by both the student and the professor) will be followed. Students are always responsible for contacting their instructors in these instances.

4. Upon enrolling at the University of Kentucky, you have entered a profession. Just as in Medicine or Law, the academic profession operates by its own standards and rules of ethics and conduct. These entail, among other things, decorum (see below), respect for one's colleagues, and, above all, the honest representation of one's own work. Unfortunately, cheating and plagiarism have become rapidly growing problems on campuses across the country and here at the University of Kentucky. Be very aware that I take cases of academic dishonesty with the utmost seriousness. It is very important for all students to read the policies on cheating and plagiarism in **Students Rights and Responsibilities** carefully. If you have any doubts or questions whatsoever as to whether something could be construed as dishonest, see me or see your academic advisor for an opinion. Students have sadly committed acts of dishonesty through ignorance and have been punished for them. **Be advised that the minimum punishment for cheating or plagiarism is an E for the course.**

5. This is a relatively large class; order and decorum are essential for all of us to conduct this course. Here are a few rules that all are expected to follow:
- a. You may bring beverages (non-alcoholic) to drink in class, but no food to eat.
 - b. Do not chat with friends or draw funny pictures if you are bored in class; learn to take notes even when you do not want to.
 - c. Do not under any circumstances read a newspaper during class.
 - d. If your cell phone rings during class, please bring it up to the instructor. I will turn it off and return it to you at the completion of the class. All cell phones should be turned off before you enter any classroom.
 - e. Students are expected to arrive on time for class and remain until the class is dismissed. Individuals who disregard this policy will be personally notified that their actions are not acceptable.
 - f. Again due to the size of the class and the number of assignments, **all appeals to reconsider grades must be made within one week of receipt of the grade.** If, upon receiving your grade, you believe the grade does not accurately reflect the answers you provided or the quality of your written work, contact me immediately. Together we will review your work and come to an agreement; I sometimes make mistakes and am open to correction.
6. The Lectures and Assignment Schedule, which details readings and requisite assignments, is an extremely important resource for all students. Keeping this part of the syllabus always in mind will assist you in obtaining a good grade. It is not difficult to keep up in this course, but it can be quite hard to catch up.
7. Remember the following statement: "The only dumb question is the unasked one." Never hesitate to ask a question if I do not make my point clearly (others are probably confused as well) or if you do not understand what is required from an assignment. These questions can occur in class, during office hours or whenever.

HISTORY/CLASSICS 230

READING SCHEDULE

Week of Jan. 13	NONE
18	Starr, 394-410; Hadas, 1-29; Peters, 17-23.
25	Hadas, 30-44 & 59-71.
Feb. 1	Starr, 413-430; Peters, 119-150 & 185-221.
8	Tarn, 210-238.
15	Starr, 437-474.
22	Starr, 477-488; Kebric, chapter 1.
Mar. 1	Starr, 488-516; Kebric, chapter 2.
8	Plutarch, <i>Marius</i> .
15	SPRING BREAK
22	Starr, 516-528; Plutarch, <i>Sulla, Crassus & Pompey</i>
29	Starr, 528-544; Plutarch, <i>Cicero & Caesar</i> ; Kebric, chapters 3 & 4.
Apr. 5	Starr, 547-570; Petronius, <i>The Satyricon</i> , complete.
12	Starr, 575-600; Kedric, chapters 5 & 6; Hopkins, chapters 1-3.
19	Starr, 603-622 & 647-666; Kedric, chapters 7 & 8; Hopkins, chapters 4-6.
26	Starr, 669-711; Kedric, chapters 9 & 10; Hopkins, chapters 7 & 8.

The readings from Hadas, Peters, and Tarn are all from the Course Packet available for Xeroxing from the instructor.

HISTORY/CLASSICS 230

LECTURES AND ASSIGNMENTS SCHEDULE

- Jan. 13 Introduction to the course
15 **FREE FRIDAY: NO CLASS**
18 **MLK DAY: NO CLASS**
20 Alexander the Great
22 * **Discussion:** What is the Hellenistic period? Hadas, 1-29 & Peters, 17-23.
25 Hellenistic Politics I: 323-281
27 Hellenistic Politics 281-205
29 * **Discussion:** Cultural Identity in the Hellenistic world. Hadas, 30-44
& 59-71
- Feb. 1 Hellenistic Culture
3 Hellenistic Science and Medicine
5 * **Discussion:** Hellenistic Life. Peters 119-150 & 185-221.
8 The Hasmonean Kingdom 167-63 BCE
10 Jews of the Diaspora
12 * **Discussion:** Jews identity among the Greeks and Romans. Tarn, 210-238.
15 Early Rome
17 Greek and Etruscan Influences in Italy
19 Roman Constitutional Development to 287 BCE
22 Roman Military Expansion to 266 BCE
24 The Punic Wars
26 * **Discussion:** Kebric, chapter 1.
- Mar. 1 Rome and Greece 205-146 BCE
3 Roman Problems and the Gracchi
5 * **Discussion:** Kebric, chapter 2.
8 **Mid-term Examination**
10 Marius and the Fall of the Roman Republic
12 **Free Friday: No Class**
15 **Spring Break**

- 17 **Spring Break**
- 19 **Spring Break**
- 22 The Italian Revolt and Sulla
- 24 The Rise and Fall of Pompey
- 26 * **Discussion:** Plutarch, *Marius, Sulla, & Crassus*
- 29 From Caesar to Octavian
- 31 Cicero and the Culture of the Late Republic
- Apr. 2 * Discussion: Plutarch, *Pompey, Caesar & Cicero*; Kebric, chapters 3-4.
- 5 Roman Law **First Paper Due**
- 7 Augustus
- 9 * **Discussion:** Petronius, *The Satyricon*, complete
- 12 Mystery Religions and the Rise of Christianity
- 14 Roman Political History 14-96 CE
- 16 * **Discussion:** Kebric, chapters 5-6; Hopkins, chapters 1-3.
- 19 The Era of the 'Good Emperors'
- 21 Crisis and Collapse in the 3rd century
- 23 * **Discussion:** Kedric, chapters 7-8; Hopkins, chapters 4-6.
- 26 Diocletian and Constantine: The Second Roman Revolution **Second Paper Due**
- 28 Fall of the Roman Empire and the Triumph of Christianity
- 30 * **Discussion:** Kedric, chapters 9-10; Hopkins, chapters 7-8.
- May 3 **FINAL EXAM 10:30-12:30**

* Signifies a discussion period where class attendance is taken, class participation is graded and quizzes are given sporadically. Absences from these discussions can have a deleterious effect upon your grade; see section #3.

PROFESSOR HOLLE
History/Classics 230

GRADE CALCULATION:

90 – 100 points	A
80 – 90 points	B
70 – 80 points	C
60 – 70 points	D
Less than 60 points	E

As I shall round up the total at the end, the actual range for an A is 89.50 – 100. All other grades will have the same type of range. If one does not complete an element of the course, one will receive a negative value equal to the percentage of that element.

An example:

Mid-term Exam	88 x 25% = 22	points
Papers	96 x 20% = 19.6	points
Discussion & Quizzes	80 x 20% = 16	points
Final Exam	80 x 35% = 28	points
Total	85.6	points = B

Mid-term Exam	88 x 25% = 22	points
Book Review	96 x 20% = 19.6	points
Discussion & Quizzes	0 = -20	points
Final Exam	80 x 35% = 28	points

Total 49.6 points = E

It is very important to complete every element of the course, as you cannot pass this course unless you do.

LATE PAPER POLICY:

The final grade of the paper will drop five (5) points per day until it is turned in. If there is a question about missing the due date for the Book Review, students should always contact me in advance of that date.

INCOMPLETES:

Except for the most grave or compelling reasons, I do **not** give incomplete grades.

HISTORY 230/CLASSICS 230
PROFESSOR HOLLE

PLUTARCH, THE FALL OF THE ROMAN REPUBLIC

Plutarch, a Greek aristocrat from Charonaea in Boeotia, composed a series of lives of noble Greeks and Romans. These lives were not biographies in the modern sense, but were rather collections of actions that Plutarch thought best represented the true character of the individual. Consequently, Plutarch gave attention to the person's education, to significant anecdotes, and to what he saw as the development or the revelation of character. His pattern of biography, with few exceptions, followed a regular mode: family, education, debut in political life, climaxes, changes of fortune or attitude, latter years, and death.

For the discussion of these lives (see lectures and assignment page for specific dates), students should be able to provide answers to the seven, above-mentioned categories. In addition, all students should be ready to discuss those aspects of character that Plutarch believed best represented the virtue or vice of these Romans.

PAPER TOPICS

You have a variety of options for your first essay:

1. A comparative essay of any two of the six lives we have read, choosing specific aspects of their lives
2. An analysis of certain virtues/vices of specific Romans (e.g. how greed ruined the lives of X and Y)
3. The biases of Plutarch that are present in certain lives
4. Why these men are important in the history of the late Republic, according to Plutarch

The following questions listed below will assist you in choosing a topic for your essay or guide you in organizing the data.

1. Why specifically does Plutarch include them among his lives of Greeks and Romans?
2. What achievements or failures does each life detail?
3. How do these Romans compare in the seven categories noted above?
4. Does Plutarch seem to like or appreciate the actions of these Romans? Explain with examples.
5. What roles do these Romans play in the fall of the Republic?

PAPER INSTRUCTIONS

1. All papers will begin with a title page which will include the title of the paper, the name of the student, the number of the course, and the due date.
2. Each student will choose a topic from those listed above or create one with the consent of the instructor. Unapproved topics will not be graded and the student will receive a 0 for the assignment. See the page on grade evaluation process in the syllabus.
3. In an introduction which cannot exceed 1-2 paragraphs or one page, the student will identify in specific terms the nature of the subject under analysis and which question this essay will address and answer.

4. The main body of your paper will demonstrate your points or argue your contention with specific citations from the text (use the paragraph number from the specific life of Plutarch, for example: (*Marius*, 5) would refer to the fifth numbered paragraph in Plutarch's *Life of Marius* in whichever edition you use.) in parentheses. No endnotes or footnotes at the bottom of the page are required. Quotes of two lines or less may remain in the text; quotes longer than two lines must be indented and single-spaced (one tab indent for each line). After the long quote is given with proper citation, return to double spacing the essay.

5. The essay must come to some conclusion; even a negative conclusion is useful.

6. The students must use Plutarch as their only source for their essay.

7. At the end of the essay, the following statement must be included with the student signature:

I attest that this essay assignment is based solely on my use of Plutarch and that I have not used any secondary sources, any information from the internet, nor received any assistance from any other individual.

Signature of the Student

Typed Student Name

8. The essay must be double spaced in a readable font no less than 12 and with normal one inch margins. There will be **no** page requirements, only a minimum of **1500** words and a maximum of **2000** words. Students will provide a last page that documents the word count of the essay; Microsoft Word makes this an easy operation.

9. All references to the specific life in Plutarch should be in *italics*, as this is the preferred way to identify titles.

10. In the formal prose style required for this assignment, the following **are not allowed**:

a. The use of the first or second person: Do not use I, we, us, my, you, your, etc.

b. Colloquialisms or slang (writing as you speak or worse)

c. Rhetorical questions (Alas, what would Caesar do?)

d. An under-developed vocabulary; use a thesaurus (avoid the phrase: he, she or it says...)

e. The passive voice (Cicero failed many History 230 students, not many History 230 students were failed by Cicero)

f. Incorrect grammar (subject-verb or noun-antecedent agreement, etc.); without proper grammar, the essay will lack clarity, and this condition will lead to a grade reduction.

g. Incorrect punctuation; learn the rules for the proper use of the comma, apostrophe, colon, semi-colon, and period. Any student who uses **it's** as the neuter possessive pronoun or pluralizes a noun with an apostrophe (book, 4 book's) will receive a penalty of ten (10) points per instance of misuse.

h. Unclear antecedents for relative pronouns (this, that, those, etc.)

**11. MAKE SURE TO PROOFREAD THE ESSAY BEFORE TURNING IT IN!
SPELL-CHECK AND GRAMMAR-CHECK ARE NOT ENOUGH.**

HISTORY230/CLASSICS 230
PROFESSOR HOLLE

STUDY QUESTIONS AND PAPER TOPICS FOR
PETRONIUS, *THE SATYRICON*

STUDY QUESTIONS:

1. Who was Petronius and what role did he play in Roman history and literature during the reign of the Roman Emperor Nero?
2. Would you define the *Satyricon* as a novel, a satire, or some other literary form? Explain fully.
3. In the first chapter, Among the Rhetoricians, what is the author satirizing/criticizing?
4. What does the 'Dinner with Trimalchio' tell us about first century Roman life?
5. What do we learn about the sexual mores of contemporary Romans according to Petronius?
6. How does religion influence the lives of the individuals Petronius describes?
7. Who are the main protagonists (Encolpius, Giton, Ascyltus, and Eumolpus) supposed to represent? What do we learn from their adventures?
8. What do we learn about ancient literature from all the poems and other literary fragments included in this work?

PAPER TOPICS

1. Social mobility in the early Roman Empire
2. Sexual mores/customs in 1st century Italy
3. The role of slaves in Roman society
4. Virtues and values in the Rome of Petronius
5. Role of women in Roman society
6. Agriculture and wealth in Italy
7. Religion in the lives of Romans
8. The importance of education and literature

PAPER INSTRUCTIONS

1. All papers will begin with a title page which will include the title of the paper, the name of the student, the number of the course, and the date.
2. Each student will choose a topic from those listed above or create one with the consent of the instructor. Unapproved topics will not be graded, and the student will receive the grade of 0 for the assignment. See the page on the grade evaluation process in the syllabus.

3. In a 1-2 paragraph introduction/thesis statement, the student will identify in specific terms the topic under analysis and which question this essay will address and answer
4. The main body of your paper will demonstrate your points or argue your contention with specific citations from the text (use the page # from the Meridian edition translated by W. Arrowsmith) in parentheses. No endnotes or footnotes at the bottom of the page are required. If you utilize another edition of Petronius, you must give it to the instructor when you turn in your paper. Quotes of two lines or fewer may remain in the text; quotes longer than two lines must be indented and single-spaced (one tab indent for each line). After the long quote is given with proper citation, return to double-spacing the essay.
5. The essay must come to some conclusion; even a negative conclusion is useful.
6. The students must use Petronius as their only source for this essay.
7. At the end of this paper, the following statement must be included with the student signature:
I attest that this essay assignment is based solely on my use of Petronius and that I have not used any secondary sources, any information from the internet, nor received any assistance from any other individual.

Signature of the Student
Typed Student Name
8. The essay must be double spaced in a readable font no less than 12 and with normal one inch margins. There will be **no** page requirements, only a minimum of **1500** words and a maximum of **2000** words. Students will provide a page that documents the word count of the essay; Microsoft Word makes this an easy operation.
9. All references to the specific title of Petronius' work should be in *italics*, as this is the preferred way to identify titles.
10. This essay is also subject to the same rules of formal prose as outlined in the Plutarch instructions.
11. **MAKE SURE TO PROOFREAD THE ESSAY BEFORE TURNING IT IN!
SPELL-CHECK AND GRAMMAR-CHECK ARE NOT ENOUGH.**