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EUH 2011: Ancient European Civilizations
Spring 2017

5:00-6:15 Monday and Wednesday, PC 310

Welcome to EUH 2011: Early European Civilization.

This semester we will explore several millennia of European history from the advent of agriculture to the split of the Roman Empire, circa 400AD. We will follow the political, economic, and religious developments of societies in the Mediterranean basin, and consider the ways that these societies expanded, contracted, and interacted with one another. In particular, we will consider:

- How rulers expanded their lands and how they unified conquered areas.
- Why some empires lasted for centuries and even millennia while others lasted only a few years.
- How people's environment and beliefs shaped one another and their daily life.

In this way, we will touch on emperors and common people, men and women, urban and rural, of all different religions.

During the semester we will:

- Learn about and be able to explain some of the key developments in the Mediterranean world between the rise of agriculture and the fall of Rome around 400AD.
- Become more experienced in understanding, analyzing, and evaluating written arguments.
- Learn and apply the techniques of writing an argumentative, thesis-driven and evidence-based paper as we construct our own written arguments.

This course fulfills your historical foundations core requirement (for history majors) and the University Core Curriculum's Humanities in Writing requirement (for all students). In order to meet these requirements, you must achieve a grade of C or better! On the 1000 point grading system that we use in this class, that means you need to earn at least 730 points over the course of the semester.

To help you meet this goal, we will practice writing frequently this semester and writing will make up a significant portion of your grade. Clear, concise communication through writing is not only integral to the work of historians but also key to success in college and in any profession!

This is also a Global Learning Foundations course that counts towards your Global Learning graduation requirement. One of the themes of this course will therefore be the ways that different groups of people interacted over the period covered by the course.

Specifically, this course will enable you to:

- Construct an evidence-based argument demonstrating how local, regional, and inter-regional events shaped the interactions of two or more groups in the ancient world, and the development of the ancient world. (Global Awareness)
- Construct an evidence-based argument that integrates multiple perspectives on issues related to the ancient world. (Global Perspective)
- Consider different perspectives on a problem or controversy related to the ancient world and attempt to reach a resolution about it. (Global Engagement)

Instructor:

Tovah Bender, Department of History
tbender@fiu.edu

Office: DM 391C
Office Hours: 2-4 Tuesday and 3-5 Wednesday

I am happy to answer questions and am here to help you. The best way to reach me is by email at tbender@fiu.edu. I will reply to emails within 24 hrs unless there are extenuating circumstances. Please note that I do not check Blackboard Message.

Come to my office. I am often in my office beyond office hours and am happy to meet with students. If you have questions or would like to continue the discussion, please swing by. You can also email me to find a mutually convenient time to meet outside of office hours.

Required Materials:

- McKay, John P. *History of Western Society, Value Edition. Volume 1.* MacMillan Higher Education. ISBN 9781457648502.
- Homer. *The Odyssey.* (I recommend—and the bookstore has ordered—the Penguin edition but you may use any English-language edition.)

All other readings will be available online through blackboard.

You may purchase the texts at the bookstore or elsewhere, or obtain them from a library (they are on reserve at the Green Library). You are responsible for coming to class having read and prepared to discuss the reading listed for that day. Although you do not need to bring the textbook (*History of Western Society* – HWS in the syllabus) each day, each student MUST have access to a copy of the rest day's readings in class. A book, a printout, a pre-arranged shared copy, or a laptop with access to the electronic copy are all acceptable. A smartphone is not.

SCHEDULE:

Week 1

Monday, Jan. 12 Intro

- What were the benefits and disadvantages of the shift to agriculture?

Wednesday, Jan. 14 First Civilizations: Mesopotamia

- Read: HWS “Civilization in Mesopotamia” (10-16) and “Empires in Mesopotamia” (16-20)
- How did agriculture lead to complex civilizations?
- What are the hallmarks of “complex civilization” in different cultures in the world?
- When is citation required and how does one cite properly?

Week 2

Monday Jan. 19 – No Class – Martin Luther King Jr. Holiday

Wednesday, Jan. 21 Life-giving Nile

- **Last day to drop/add without financial penalty**
- Read
 - HWS “The Egyptians” (excerpts – 20-27)

- “Hymn to the Nile,” circa 2100 BC. Avail at <http://www.fordham.edu/Halsall/ancient/hymn-nile.asp>
- What was life like for the ancient Egyptians?
- How did their environment shape their values and lifestyle in ways different from Mesopotamia?
- What is a good thesis statement and why is it so important?

Week 3

Monday, Jan. 26 Life after Death on the Nile

- Read: Excerpts from the Book of the Dead. “Entering the Hall of Maat to Praise Osiris” “The Negative Confession” “The Lady of Winds in the Great City,” circa 1550 BC. Avail at <http://www.aldokkan.com/religion/dead1.htm#top>
- How did Egyptian life shape beliefs about the afterlife?
- How did Egyptians differ from other cultures in their beliefs about the afterlife?

Wednesday, Jan. 28 Egypt and their Neighbors

- Read: HWS “The Egyptians” (excerpts: 27-32) and “Iron and the Emergence of New States” (36-41)
- How and why did Egyptians interact with their neighbors?
- Mini Paper due

Week 4

Monday, Feb. 2 Life in the Desert

- Read:
 - HWS “The Hebrews” (41-47)
 - Exodus 3 and 20 (Exodus Chapter 3 and Chapter 20). You may read these texts in any version of the Old Testament/ Tanakh (Jewish Holy Text), online or in print. One is avail at <http://bible.oremus.org>
 - Leviticus 11 & 19 You may read these texts in any version of the Old Testament/ Tanakh (Jewish Holy Text), online or in print. One is avail at <http://bible.oremus.org>
- What did the ancient Israelites believe and how did their environment shape their beliefs?
- Why did ancient Israelites avoid pork? (Consider various historical interpretations)
- How is a good paragraph constructed?

Wednesday, Feb. 4 Greeks and the Sea

- Read
 - HWS “Greece in the Bronze Age” (62-67)
 - Begin the Odyssey. Over the next few classes, you will need to read ALL of the text EXCEPT Books 10, 11, 12 and lines 191-359 of Book 14.
 - For today, you must have finished books 1-4.
- What Greek values can we understand through The Odyssey?
- How did their environment shape their values?
- How did these values differ from those of the Egyptians?

Week 5

Monday, Feb. 9 Beyond the Wine-Dark Sea

- Read
 - HWS “The Development of the Polis in the Archaic Age” (67-76)
 - Be finished with Ch 14 of the Odyssey by this point
- How did the unique geography of Greece shape the political and economic development of the polis?
- How does one incorporate evidence into a paragraph?

Wednesday, Feb. 11 Persia: The Art of Conquering and Holding

- Read
 - HWS “War and Turmoil in the Classical Period” (Excerpts: 76-80)
 - Continue with the Odyssey
- How did Persia create a united empire?
- How might one think of structuring a paper?

Week 6

Monday, Feb. 16 Greece’s Imagined History

- Finish the Odyssey

Wednesday, Feb. 18 Greek Golden Age

- Read: HWS “Classical Greek Life and Culture” (Excerpts: 81-83 and 90-94)
- What were the hallmarks of the Greek Golden Age?
- What factors, cross culturally, allow for an artistic “Golden Age”?
- **Paper Due**

Week 7

Monday, Feb. 23 It’s not all philosophy

- No Reading

Wednesday, Feb. 25 Alexander the Great: A Flash in the Pan?

- Read: HWS “Alexander’s Conquests and Their Political Legacy” (97-102) “Building a Hellenized Society” (102-108) “The Economy of the Hellenistic World” (108-111)
- How did Alexander take over so much land
- How did he work to unite the different peoples he conquered?

Week 8

Monday, March 2

Midterm review

Wednesday, March 4

Midterm

Week 9

Monday, March 16 Birth of an Empire

- Read: HWS “Rome’s Rise to Power” (125-132)
- What were the values of Romans, displayed through their founding myths?
- What previous cultures did they draw on?
- What were some lessons of the last paper?

Wednesday, March 18 What is a republic?

- Read: HWS “Roman republic” (132-135) and “Roman Expansion” (135-138)
- What was the shape of Rome’s republic? What were the government positions and what were the checks and balances?
- What was the role of the Roman populace—average citizens—in the Republic?
- How does one write a good intro paragraph?

Week 10

Monday, March 23 Problems in the Republic

- Read:
 - HWS “The Late Republic” (Excerpts: 146-151)
 - Begin the readings for the paper
- What were the issues undermining the stability of Rome’s Republic?
- Was expansion incompatible with republican government?
- What is the difference between summary and analysis?

Wednesday, March 25 Republic to Empire

- Read: HWS “The Late Republic” (Excerpt: 151-156)
- What political events preceded the end of the republic?
- Why were Roman citizens willing to follow those who overthrew the Republic?

Week 11

Monday, March 30 Augustus and Caesar

- Read: “Augustus’s Reign” (159-168) and “Augustus’s Successors” (168-171)
- How did Julius and Augustus end the republic?
- What are some good techniques for proofreading a paper?

Wednesday, April 1 Giving in to Empire

- Read
 - Appian. *Civil Wars*. (written circa 150AD)
 - On the Social Wars and Sulla, excerpts in PDF on blackboard
 - On the Brothers Gracchi, available at <http://legacy.fordham.edu/halsall/ancient/appian-civwars1.asp>
 - Suetonius. *Life of Julius Caesar* (written in 119AD), excerpts in PDF on blackboard
- Be prepared to discuss the texts in advance of the paper.

Week 12

Monday, April 6 A Rough Road

- HWS “The Empire in Disarray” (185-188)

- Paper 2 due

Wednesday April 8 Rise of Christianity

- Read
 - HWS “The Coming of Christianity” (180-185)
 - Romans 2-5, 11, 16. You may use any copy of the New Testament. One is available online at <http://bible.oremus.org/?ql=210168968>.
- What were the social and political conditions at the time of Jesus?
- What was the message of Jesus and why was it appealing in the historical context of Roman Judea?

Week 13

Monday, April 13 Christianity: An Underground Religion

- Read
 - HWS “Reconstruction under Diocletian and Constantine” (191-196) and “The Growth of the Christian Church” (196-202)
 - Eusibius. The Conversion of Constantine, circa 340 AD. Avail at <http://www.fordham.edu/Halsall/source/conv-const.asp>
- How did Christianity spread and what was its appeal beyond Judea?
- What was the Roman policy on religion and why did it make sense adopt that policy in a diverse empire?
- How did Romans see Christianity and why?

Wednesday, April 15 Barbarian Invasion

- Read:
 - HWS “Barbarian Society” (202-208) and “Migration, Assimilation, and Conflict” (208-213)
 - Tacitus. Germania, 98 AD. Avail at <http://www.fordham.edu/Halsall/source/tacitus-germania-excerpt.asp>
 - Procopius of Caesarea. Alaric’s Sack of Rome, circa 550 AD. Avail at <http://www.fordham.edu/Halsall/ancient/410alaric.asp>
- How did Romans see their neighbors to the north?
- How did these neighbors to the north see Rome?

Week 14

Monday, April 20 Did Rome Fall?

- Read:
 - HWS “Christian Missionaries and Conversion” (213-216) and The Byzantine Empire” (216-223)
 - Jerome on Classical Literature, circa 400AD. Avail at <http://www.fordham.edu/Halsall/source/jerome1.asp>
 - Jordanes, “Theodoric, King of the Ostrogoths,” circa 551 AD. Avail at <http://www.fordham.edu/Halsall/source/jordanes-theodoric1.asp>
- How did the Roman Empire end? Or did it? (Consider various historical narratives)

Wednesday, April 22 Wrap Up & Exam Prep

Monday, April 27 (Exam Week)

Final Exam

Assignments:

Written Assignments (together worth 60% of your grade)

This semester, you are responsible for three written assignments. These assignments will become more challenging as the semester progresses and you become a stronger writer.

For specific instructions and prompts for each assignment, please refer to the paper prompt, which will appear in the assignments folder of blackboard 1-2 weeks before the paper is due. All written work will be submitted to turnitin via blackboard.

Mini Paper (250-400 words, 1-1.5 pages; 100 points; Due **Monday Jan 26**)

Write a paper with a THESIS STATEMENT and ARGUMENT about the text you have just finished reading. Your paper will be a response to one of the questions provided, with your answer serving as your thesis statement.

Think of this paper as a low-stakes way to practice—and to learn what your TA is looking for—before the short papers, which count for a larger portion of your grade.

Short Papers (1300-1500 words, 250 points each; approx. 4-5 pages)

First paper due to writing fellow on **Monday 2/9**; final revision due on **Monday 2/23**

Second paper due to writing fellow on **Monday 3/30**; final revision due **Monday 4/13**

Like the mini paper but longer and worth more of your grade. Write a paper with a THESIS STATEMENT and ARGUMENT. Your thesis statement will be a response to one of the questions provided.

Exams We will have a midterm in class on **Monday March 2** and a final exam on **Monday April 27**, during exam week. Each will include a combination of identification and essay questions. They will draw from the textbook, readings, and lecture. For both of the exams, you will receive a study guide approximately a week in advance.

Participation is not simply coming to class, although you cannot participate if you are not there! Nor is participation only coming prepared, listening alertly and taking notes. Participation means contributing to the discussion by answering a question, asking a question, responding to a comment made by a classmate, actively participating in group work, or bringing up something that interested you. Your comments, questions, and responses make all of us better scholars.

Online Quizzes will test your knowledge of historical material from the readings or lecture or elements of writing covered in lecture that week. Look at them as a low-stakes way to practice for papers and exams. Each quiz will be posted on Monday and you will have until the following **Monday** to take the quiz. After that, it will be taken down and you cannot make it up. Take the quizzes seriously!

Article Response Ideas about the ancient period show up in modern exhibits, talks, news articles, and opinion pieces. They almost always do so to make a point about today, and often do so without much knowledge about the period or events they reference. Over the course of the

semester, I will add links to articles and events on campus that use references to the ancient world to make a point about current events. Your job is to use your knowledge about the ancient period, acquired in this class, to write a response to the article or event in the form of comments, a review, or a letter to the editor of at least 250 words.

Grade Distribution:

There are a total of 1000 points that you can earn through regular work during the semester (plus one—and only one!—option for extra credit).

Mini Paper	75 points	7.5%
Short Papers	250 points each (500 points total)	25% each/ 50% total
Midterm	100 points	10%
Final	125 points	12.5%
Participation	100 points	10%
Online Quizzes	50 points	5%
Article Response	50 points	5%
Extra Credit (at Final)	20 points	

For more on how grades are calculated, please see the Grading Standards handout at Blackboard. For more on how we grade writing assignments please see the Writing Hints handout on Blackboard. All writing assignments will be submitted through Turnitin.

Support:

ME! I want to help you succeed in this class. Come see me. I am happy to talk with you about ways to approach the class, or at any stage of the paper-writing process, including brainstorming. Once you have a draft (even a rough draft), I am also happy to offer suggestions on how to make the paper stronger. I do ask for 48 hours turn-around time to get it back to you.

Your In-Class Tutor! Your tutor is a senior history major, a writing tutor, and an excellent writer. He has taken numerous classes with me, will be attending this class, and will be helping you with your writing in this class.

The History Tutors! There are several history graduate students working in the history department main office (DM 390), whose job is to tutor students in history classes. They are experienced upper-level history majors and graduate students who can help with papers, preparing for exams, or keeping on top of class in general. To set up an appointment, please visit their website: <http://history.fiu.edu/tutoring>

The Center for Excellence in Writing! The Center for Excellence in Writing is freely available to you. The staff can help you with all aspects of writing, from approaching the question and brainstorming to techniques for editing. Their website is: <http://writingcenter.fiu.edu/>

Class Policies:

Attendance and Participation: Historians, at any level, cannot work in isolation; we depend on the insights, experience and knowledge of colleagues to help us. During the course of the semester, we will be bringing a variety of different points of view to the table and our dialogue will be richer for it. We will also bring in, as appropriate, current events that contribute to our

discussion. In order to achieve this dialogue, your job is come to class and do so prepared (for more, see “participation” under Assignments).

Your TAs will take attendance each discussion section. Excused absences may be granted in the event of serious medical issues (with a doctor’s note), religious holiday, death of an immediate family member, military duty, a court date, and participation in some college events. It is your responsibility to contact your TA in a timely manner and request that the absence be excused. We reserve the right to require documentation to excuse an absence. If you are absent for any reason, it is your responsibility to get notes from a classmate.

Classroom Behavior: Arrive on time; stay until class ends. Failure to do so will affect your attendance. If you must arrive late or leave early, do so with as little disturbance as possible. No e-cigarettes or phones in class.

In accordance with the Student Handbook (p. 11 and following) and FIU policies on discrimination (http://hr.fiu.edu/index.php?name=sexual_harassment), you have the right to agree, disagree, challenge, and question the opinions and comments of others, including the instructor. You do not have the right to be disrespectful to anyone else in the classroom or to act in a way that makes others uncomfortable. **Such behavior will not be tolerated.**

Late Policy: Assignments are due at the beginning of class on the assigned day. The grade on any late written assignments is automatically reduced by one-third of a letter for each day the paper is late (B+ becomes a B; the number of points varies by assignment), including Saturday and Sunday, unless an extension is granted by me. No quizzes will be accepted after the one-week open period, closing Monday at 2pm. No regular-semester work will be accepted beyond 5pm on the last day of this class, Friday April 24. Exceptions will be granted for the same reasons as excused absences.

Scholastic Dishonesty: According to the FIU student handbook (p. 11) “In meeting one of the major objectives of higher education, which is to develop self-reliance, it is expected that students will be responsible for the completion of their own academic work.” Academic dishonesty will not be tolerated in this class. Academic dishonesty includes, but is not limited to, plagiarizing (representing someone else’s work as your own), cheating on assignments or examinations, or engaging in unauthorized collaboration on academic work. It will result in a penalty ranging from a zero on the assignment to failure in the course and reporting to the University. **If you have any questions about what constitutes academic dishonesty or plagiarism, see me.**

Note to Students with Disabilities: If you have or believe you might have a disability-related need for modification or reasonable accommodations in this course, contact the Disability Resources Center (drc.fiu.edu). I am very happy to work with you and with them to accommodate you in the best way possible.

Even if you do not need accommodation, I highly advise you to let your TA know if you have a registered disability that might affect your performance in this class.

Accommodations: If you foresee any possible problem meeting any of the requirements of this course—including attendance and prompt submission of assignments—please see your TA or me as soon as possible. **It is easier for everyone to address an issue before it becomes a problem.**

Finally, I reserve the right to change the syllabus to facilitate better learning.
EUH 2011

Minipaper

Instructions:

Write a mini paper (250-400 words) with a **thesis statement** and **argument** based on evidence in the texts you have just finished reading, “The Hymn to the Nile” and the selections from the *Book of the Dead*. Your paper will be a response to one of the questions provided, with your answer serving as your thesis statement. Think of this paper as a low-stakes way to practice—and to learn what we are looking for—before the short papers, which count for more of your grade.

Assume that your reader has read the documents, has sat through the same EUH 2011 lectures as you have, and has a basic understanding of the time period. Your job is not to explain the documents or the time period but to make an original argument.

While not prohibited, I discourage you from using outside sources. Instead, concentrate on writing a good argument. Because your references should come from class readings, you may use parenthetical citation rather than the Chicago style citation historians prefer. That is, cite as follows: (author or text, page number when available) Ex: (Lady of Winds)

For more on what is expected on papers, see the “Writing Hints” handout at blackboard.

Support:

For more on what is expected on papers, see the “Writing Hints” handout at blackboard. Keep in mind that there are several resources available to you as you write your paper. Both the in-class tutor and I are happy to talk with you about ideas for the paper or about organization. Once you have a draft (even a rough draft), we are also happy to look that over and offer suggestions on how to make the paper stronger. I do ask for 48 hours turn-around time to get it back to you.

Finally, I encourage you to help each other!

Due Date:

Officially, this paper is due on Weds, Jan 28. Turn the paper in to Turnitin, via the class’s blackboard site, by the beginning of class (5pm). BUT, because writing is so important, I will offer an extension until Friday, Jan 30. You may have this extension IF you visit Ariel or the Center for Excellence in Writing or the history writing tutor and turn in a filled-in self-evaluation form, available in the assignments folder, with your paper. To do this, copy the self-eval form and paste it into the document that is your paper. Submit the whole thing as one document to turnitin.

Prompts:

1. Consider the Negative Confessions. What is the worst thing that an Egyptian can do? Why? Back up your answer with evidence from the other sources.
HINT: Consider what the common factor of many of the confessions is.
2. The Egyptians were very focused on death. This might lead us to think that they were not concerned about their future. Based on the documents provided, were the Egyptians concerned

with their future? How can we tell this? Provide evidence to back up your answer from as many documents as possible.

HINT: Think about one aspect of the future that they are concerned about. Focus on that aspect.

EUH 2011

Paper 1: The Odyssey

Instructions: Write a paper (1300-1500 words) with a **thesis statement** and **argument** based on **evidence** from the sections of the *Odyssey* that you read. Your paper will be a response to one of the questions provided, with your answer serving as your thesis statement.

Assume that your reader has read the documents, has sat through the same EUH 2011 lectures as you have, and has a basic understanding of the time period. Your job is not to explain the document or the time period but to make an original argument.

While it is not prohibited, I discourage you from using sources beyond those listed above. Instead, concentrate on writing a good argument. Because your references should be confined to class readings, you may use parenthetical citation, rather than the Chicago style citation historians prefer. That is, cite as follows: (author or text when there is no author, page number when available) Ex: (Odyssey, Book 12, line 142) or (Odyssey, p. 42)

For more on what is expected on papers, see the “Writing Hints” handout at blackboard.

Support: Keep in mind that there are several resources available to you as you write your paper. Both the in-class tutor and I are happy to talk with you about ideas for the paper or about organization, as are the history tutors in DM 390. Once you have a draft (even a rough draft), I am happy to look that over and offer suggestions on how to make the paper stronger. I do ask for 48 hours turn-around time to get it back to you.

Due Date: Officially, this paper is due on Wednesday Feb. 18 (the start of class). Turn the paper in to Turnitin, via the class’s blackboard site, by the beginning of class.

BUT

Because writing is so important, I will offer an extension until Friday, Feb. 20 at 11:59pm (absolutely no later!). You may have this extension IF you visit the in-class tutor, the history tutor (in DM 390) or the Center for Excellence in Writing and turn in a filled-in self-evaluation form, available in the assignments folder on Blackboard, with your paper. To do this, copy the self-eval form and paste it into the document that is your paper. Submit the whole thing as one document to turnitin.

NOTE: You are responsible for making sure that the paper is submitted correctly. Please make sure you get the confirmation email from Turnitin to your FIU account.

Prompts:

1. The sea was an integral part of the ancient Greeks’ world. How did the Greeks in the *Odyssey* feel about the sea? That is, did they love it, fear it, hate it, miss it when away from it, or simply see it as useful without giving it much thought, the way we might view a paved road? Something other than this? Why did they feel this way about the sea?

Hint: Although making an argument about HOW the Greeks felt about the sea might take up much of your paper, the WHY is an essential part of this question.

2. Odysseus is obviously the hero of *The Odyssey* and an ideal for Greeks, but Athena and Penelope are both key characters as well. Focus on either Penelope or Athena. Is that character a hero? WHY is that character a hero?

Hint: The question here is really WHY. You will want to focus on ONE reason that the character is a hero. Since you could point to many heroic acts that each character performs, the tricky part of the question here will be finding the one that you think is most important or coming up with a single heroic element that can define these many different acts.

EUH 2011

Paper 2: Rome

Instructions: Write a paper (1300-1500 words, approx. 4-5 pages) with a **thesis statement** and **argument** based on evidence in the primary source documents listed below. Your paper should respond to one of the following questions, with your answer serving as your thesis statement.

For this paper, you will be using excerpts from Appian's Civil Wars with passages on the Brothers Gracchi (online, available via the link in the class readings and assignments folders), the Social Wars and Sulla's dictatorship (together in a single PDF in the class readings and assignments folder), and excerpts from Suetonius's Life of Caesar (in a PDF in the class readings and assignments folder) Both of the questions are broad enough that you will need to focus in on an aspect of the question that particularly interests you.

Assume that your reader has read the documents, has sat through the same EUH 2011 lectures as you have, and has a basic understanding of the time period. Your job is not to explain the document or the time period but to make an original argument.

Because your references should be confined to the assigned text, you may use parenthetical citation rather than the Chicago style citation historians prefer, giving the title of the text and—for all the passages except those on the Gracchi--the paragraph number. That is, cite as follows: (Julius Caesar, 17). For more on what is expected on papers, see the "Writing Hints" handout.

Support: Keep in mind that lots of help is available to you. Dr. B, the in-class tutor, and the other history tutors are happy to talk with you about ideas for the paper or about organization. Once you have a draft (even a rough draft), we are also happy to look that over and offer suggestions on how to make the paper stronger. I do ask for 48 hours turn-around time to get it back to you.

To set up an appointment with the history tutors, email histutor@fiu.edu. Their contact information and hours are also available in the resources folder of blackboard.

Due Date:

Officially, this paper is due on Monday, April 6 at 5pm (the start of class). Turn the paper in to Turnitin, via the class's blackboard site.

BUT

Because writing is so important, I will offer an extension until Friday, April 10 at midnight (absolutely no later!). You may have this extension IF you visit the Center for Excellence in Writing, the history writing tutor, or Ariel and turn in a filled-in self-evaluation form, available in the assignments folder on Blackboard, with your paper. To do this, copy the self-eval form and paste it into the document that is your paper. Submit one document to turnitin.

NOTE: You are responsible for making sure that the paper is submitted correctly. Please make sure you get the confirmation email from Turnitin to your FIU account.

1. Imagine that you are Julius Caesar. Why should you lead Rome as Empire? Make an argument based on Roman history and the contemporary needs of Rome, as presented in the documents.
2. Imagine that you are Brutus. Why is Julius Caesar a danger to Rome's people and values? Make an argument based on Roman history and the contemporary needs of Rome, as presented in the documents.

In either case, you need to argue from the documents and not from emotion or personality. You also need to focus on ONE reason, but a reason that appeals to MULTIPLE different groups living in Rome. This may include patricians, slaves, soldiers, citizens, women, or those in the provinces. This is the same as any other argumentative paper. Also, since I assume that you are not fluent in classical Latin, I expect the paper to be written in clear, modern, formal English. Antiquated or overly formal English is not acceptable.

Do not copy