Let's pretend that there were op-ed sections of newspapers in Ancient Rome. Imagine that you are an educated elite member of Roman society who has a clear understanding of the social structure of Ancient Rome, but whose opinions of the games do not necessarily reflect those of more famous elites who were opponents of the games (although they may, depending on which position you take). Would you support the tradition of arena and circus events, or would you argue that they should be discontinued. Why?

Requirements: 4-5 pages, double spaced, Helvetica or Times New Roman font. Please send your document as a word document.
Sources: All readings this semester are fair game. You must reference a minimum of two primary sources and two secondary sources. You must cite these sources using parenthetical citations. All works cited must be included in your works cited page (primary sources do not need to be included).

Some things to consider before you write, as you begin to build a case for your writer:
• Who benefits from the arena and circus events?
• Who suffers from arena and circus events?
• Find your voice, i.e. who is your writer?
• Are you writing in defence of or against a particular group of people in society?
• Do you support social reform, i.e. believe that the Roman social system is unjust and that the games perpetuate this injustice?
• Or are you more conservative? Do you believe that the games are essential for maintaining peace and the status quo?
• In what time period are you writing?
• Are you writing during the republic (in which case you might focus on gladiatorial games), or are you writing during the empire (in which case you might focus on circus events)? Your evidence must reflect the time in which your 'writer' is living.

As you are writing, please keep in mind that writing a paper is like telling a story. There is a sequence. Each point builds from the previous one in a logical sequence. Writing--even writing the 'truth'--is about telling a story. Just because you have identified a thesis and provided evidence does not mean that you have constructed an argument; a thesis plus evidence does not necessarily equal an argument. You have to explain how each paragraph builds off the previous one and creates an argument for the case that you are making.

You cannot assume that I or your reader will make the same connections that you do as you present the evidence. Therefore you must spend the time explaining how each quote, paragraph, and point contributes to the argument that you are making. Your conclusion should identify what you have learned from writing this paper. If you feel that you need to restate your thesis in order to tie together your paper, then there's a good chance that you've lost track of your thesis as you were writing, and that the paragraphs that comprise the body of your paper do not explain how the evidence contributes to your thesis. Your conclusions should identify what you have learned from your analysis, and why your analysis is important.

Position/Character Due Date: Sunday, November 3, 11.59 pm
Rough Draft Due Date: Monday, November 4, class (you will be constructing counterargument and responses to a peer's paper)
Final Draft Due Date: Friday, November 8, 11.59 pm.