



AHIS110

Rome: From Republic to Empire

S1 Day 2014

Ancient History

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General Information

Unit convenor and teaching staff

Unit Convenor

Lea Beness

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W6A 523

Thursdays 4-5pm or by appointment

Unit Convenor

Thomas Hillard

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W6A 515

TBA

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This unit concerns itself with the beginnings of the so-called Roman Revolution, paying special attention to the period from 168 BCE (the battle of Pydna) to Sulla's dictatorship. The main questions will be how and why the traditional political order was challenged and finally overrun by violence, leading to military autocracy and the radical transformation of the Republic. Larger social and economic developments in Italy and the Mediterranean and the distinctive features of the moral and political thought of the period will also be considered. The course is largely a study of the Roman nobility and its members' response to change and crisis.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

acquire knowledge of the Roman republican political process and of the fundamental political developments in Rome at the beginning of the so-called Roman Revolution;
acquire basic research skills;
acquire the skill to evaluate source material and, in particular, an ability to use ancient sources critically and evaluate modern interpretations of those sources;
acquire the ability to formulate arguments and articulate ideas;
acquire the ability to demonstrate an appreciation of the larger issues that engage historians (for example, the factors that lead to social cohesion and the factors that lead to social and political dysfunction, the desirable qualities of political leadership);
gain a lifelong ability to enjoy the study of ancient Rome and an inability to forget the word prosopography.

Assessment Tasks

Name	Weighting	Due
<u>Assessment 1</u>	10%	Wednesday of Week 5
<u>Assessment 2</u>	15%	Thursday of Week 7
<u>Assessment 4</u>	40%	Examination period
<u>Assessment 3</u>	35%	Tuesday of Week 10

Assessment 1

Due: **Wednesday of Week 5**

Weighting: **10%**

A very short exercise designed to ensure that students are familiar with the desired mode of presenting evidence and documenting an academic paper.

On successful completion you will be able to:

- acquire knowledge of the Roman republican political process and of the fundamental political developments in Rome at the beginning of the so-called Roman Revolution;
- acquire basic research skills;
- acquire the skill to evaluate source material and, in particular, an ability to use ancient sources critically and evaluate modern interpretations of those sources;
- acquire the ability to demonstrate an appreciation of the larger issues that engage historians (for example, the factors that lead to social cohesion and the factors that lead to social and political dysfunction, the desirable qualities of political leadership);

- gain a lifelong ability to enjoy the study of ancient Rome and an inability to forget the word prosopography.

Assessment 2

Due: **Thursday of Week 7**

Weighting: **15%**

This will serve as a preliminary research exercise that will lead to the completion of the main essay. Students will find ten ancient sources on a designated Roman political figure. Precise details will be discussed in a lecture devoted to the exercise and will be posted on the iLearn website.

It will introduce students to the necessary research skills that they will carry forward into further studies of the ancient world.

On successful completion you will be able to:

- acquire knowledge of the Roman republican political process and of the fundamental political developments in Rome at the beginning of the so-called Roman Revolution;
- acquire basic research skills;
- gain a lifelong ability to enjoy the study of ancient Rome and an inability to forget the word prosopography.

Assessment 4

Due: **Examination period**

Weighting: **40%**

A two hour examination on all course content.

Students are expected to present themselves for examination at the time and place designated.

The

timetable will be available in Draft form approximately eight weeks before the commencement of the

examinations and in Final form approximately four weeks before the commencement of the examinations at:

<http://www.timetables.mq.edu.au/exam>.

The only exception to sitting an examination at the designated time is documented illness or unavoidable

disruption. In these circumstances you may wish to consider applying for Special Consideration.

Information about unavoidable disruption and the special consideration process is available under the

Policies and Procedures section of this Unit Guide. If a Supplementary Examination is granted as a result of the Special Consideration process, the examination will be scheduled after the conclusion of the official

examination period. You are advised that it is Macquarie University policy not to set early

examinations

for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is, the final day of the official examination period.

Grading

The grade a student receives will signify their overall performance in meeting the learning outcomes of the unit. Grades will not be awarded by reference to the achievement of other students nor allocated to fit a predetermined distribution. In determining a grade, due weight will be given to the learning outcomes and level of the unit. Markers in the unit will use the following grades:

HD = High Distinction 85–100

D = Distinction 75–84

Cr = Credit 65–74

P = Pass 50–64

F = Fail 0–49

A student is required to achieve an overall mark of 50% or above to complete the unit satisfactorily.

On successful completion you will be able to:

- acquire knowledge of the Roman republican political process and of the fundamental political developments in Rome at the beginning of the so-called Roman Revolution;
- acquire the skill to evaluate source material and, in particular, an ability to use ancient sources critically and evaluate modern interpretations of those sources;
- acquire the ability to formulate arguments and articulate ideas;
- acquire the ability to demonstrate an appreciation of the larger issues that engage historians (for example, the factors that lead to social cohesion and the factors that lead to social and political dysfunction, the desirable qualities of political leadership);

Assessment 3

Due: **Tuesday of Week 10**

Weighting: **35%**

A prosopographical exercise, built upon the previous assignment, designed to promote a deeper understanding of the ethos of the Roman ruling elite and to introduce students to the ways in which modern historical analysis rests upon ancient evidence.

The exercise will introduce students to the mobilisation and synthesis of evidence and the evaluation of alternative modern interpretations, techniques that they will carry forward into

further studies of the ancient world.

The essay proper should be no more than 1000 words. The associated *elogium* should be no more than 250 words.

ASSIGNMENT SUBMISSION

Assessments 1–3 must be submitted in hard copy through the Arts Student Centre (via the AHIS assignment box) on Level 1, W6A. Students must print and attach a completed coversheet to all submitted work. Further details on the generation of coversheets will be provided in the Unit Guide on iLearn.

On successful completion you will be able to:

- acquire knowledge of the Roman republican political process and of the fundamental political developments in Rome at the beginning of the so-called Roman Revolution;
- acquire basic research skills;
- acquire the skill to evaluate source material and, in particular, an ability to use ancient sources critically and evaluate modern interpretations of those sources;
- acquire the ability to formulate arguments and articulate ideas;
- acquire the ability to demonstrate an appreciation of the larger issues that engage historians (for example, the factors that lead to social cohesion and the factors that lead to social and political dysfunction, the desirable qualities of political leadership);
- gain a lifelong ability to enjoy the study of ancient Rome and an inability to forget the word prosopography.

Delivery and Resources

CLASSES

For lecture times and classrooms please consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on classes and classroom locations. All lectures will be recorded and can be downloaded or streamed via ECHO360.

RESOURCES

REQUIRED READING AND TEXTS

Plutarch *Roman Lives: A Selection of Eight Lives* (Oxford World's Classics)

Appian *The Civil Wars* (Penguin Classics)

Book of Readings: *The Roman Republic in Crisis*

NOTE

In this course emphasis is placed upon the direct examination of the ancient sources and evidence. Students are expected to base all their work on a personal examination of these sources. It will not be sufficient simply to read modern studies on any topic, however sound and

highly recommended these are: it will be essential to look **first** at the ancient sources on which all modern studies are necessarily based.

RECOMMENDED READING

H.H. Scullard, *From the Gracchi to Nero* (5th edition, 1982)

TECHNOLOGY USED AND REQUIRED

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please consult teaching staff for any further, more specific requirements.

SATISFACTORY COMPLETION OF UNIT

Students must achieve **an overall mark of 50% or above** to complete the unit satisfactorily. It is **expected** that students attend lectures and tutorials.

Changes made to previous offerings of the unit

In 2014 there are four assessment items instead of three as in previous years. The philosophy behind this alteration lies in a desire to better structure the learning experience of students, providing two 'low-risk' assignments in the first half of the session. This will make the essay a less formidable challenge. The examination is now worth 40% of the overall mark rather than 50%.

Unit Schedule

AHIS110 ROME: FROM REPUBLIC TO EMPIRE

Lecture and Tutorial Program

N.B. This schedule may be altered according to the availability of guest lecturers.

Week Beginning

1	March 3	(i)	Introduction
		(ii)	The Culture of Republican Rome

There are no tutorials in Week One.

2	March 10	(i)	The Rise of Rome I
		(ii)	The Rise of Rome II (168-146 B.C.)

Tutorial Discussion Topic: Introductory

3 March 17 (i) The Roman 'Constitution' & Roman Society

(ii) Scipio Aemilianus

Tutorial Discussion Topic: Rome's Destruction of Carthage

4 March 24 (i) Scipio Aemilianus

(ii) Scipio Aemilianus

Tutorial Discussion Topic: The Values & Goals of the Roman Nobility

5 March 31 (i) Problems facing Rome in the mid-2nd Century (military)

(ii) Problems facing Rome in the mid-2nd Century (agrarian/slave)

Tutorial Discussion Topic: The Attitudes and Values of Cato the Elder

Week 5 Wednesday April 2nd by 11.59pm

PREPARATORY PAPER DUE

6 April 7(i) **Essential Essay Preparation:** an introduction to prosopography

(ii) Problems facing Rome in the mid-2nd Century (urban problems)

Tutorial Discussion Topic:The Introduction of the Secret Ballot (discussion led by tutors)& an auxiliary discussion of the **Source Dossier and Essay**.

ESSAY DUE

- 11 May 26 (i) Saturninus and Political Violence
 (ii) The Italian Question & the Italian War

Tutorial Discussion Topic: Marius' Consular Speech and Plutarch's *Life of Marius*

- 12 June 2nd (i) Sulla, Pompeius Strabo, Cinna & Civil War
 (ii) The Cinnan *Dominatio* and the Return of Sulla

Tutorial Discussion Topic: Sulla's memoirs and Plutarch's *Life of Sulla*

- 13 June 9 (i) Sulla's Dictatorship
 (ii) Epilogue: from Sulla to Augustus

There are no tutorials in Week Thirteen.

Friday June 13th: **Last day of classes** (Valete!)

Monday June 16th: **Examination Period begins** (All the best!)

Friday July 4th: **Examination Period ends** (Have a good break!)

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to

demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- acquire basic research skills;
- acquire the skill to evaluate source material and, in particular, an ability to use ancient sources critically and evaluate modern interpretations of those sources;
- acquire the ability to formulate arguments and articulate ideas;

Assessment tasks

- Assessment 2
- Assessment 3

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- acquire basic research skills;
- acquire the ability to demonstrate an appreciation of the larger issues that engage historians (for example, the factors that lead to social cohesion and the factors that lead to social and political dysfunction, the desirable qualities of political leadership);
- gain a lifelong ability to enjoy the study of ancient Rome and an inability to forget the word prosopography.

Assessment task

- Assessment 3

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able

to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- acquire knowledge of the Roman republican political process and of the fundamental political developments in Rome at the beginning of the so-called Roman Revolution;
- acquire basic research skills;
- acquire the skill to evaluate source material and, in particular, an ability to use ancient sources critically and evaluate modern interpretations of those sources;
- acquire the ability to formulate arguments and articulate ideas;
- acquire the ability to demonstrate an appreciation of the larger issues that engage historians (for example, the factors that lead to social cohesion and the factors that lead to social and political dysfunction, the desirable qualities of political leadership);
- gain a lifelong ability to enjoy the study of ancient Rome and an inability to forget the word prosopography.

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 4
- Assessment 3

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- acquire basic research skills;
- acquire the skill to evaluate source material and, in particular, an ability to use ancient sources critically and evaluate modern interpretations of those sources;
- acquire the ability to formulate arguments and articulate ideas;
- acquire the ability to demonstrate an appreciation of the larger issues that engage historians (for example, the factors that lead to social cohesion and the factors that lead

to social and political dysfunction, the desirable qualities of political leadership);

Assessment tasks

- Assessment 1
- Assessment 4
- Assessment 3

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- acquire basic research skills;
- acquire the skill to evaluate source material and, in particular, an ability to use ancient sources critically and evaluate modern interpretations of those sources;
- acquire the ability to formulate arguments and articulate ideas;
- acquire the ability to demonstrate an appreciation of the larger issues that engage historians (for example, the factors that lead to social cohesion and the factors that lead to social and political dysfunction, the desirable qualities of political leadership);

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 4
- Assessment 3

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- acquire basic research skills;
- acquire the ability to formulate arguments and articulate ideas;

Assessment task

- Assessment 3

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- acquire the ability to formulate arguments and articulate ideas;

Assessment tasks

- Assessment 1
- Assessment 2
- Assessment 4
- Assessment 3

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcome

- acquire the ability to demonstrate an appreciation of the larger issues that engage historians (for example, the factors that lead to social cohesion and the factors that lead to social and political dysfunction, the desirable qualities of political leadership);

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcome

- acquire the ability to demonstrate an appreciation of the larger issues that engage historians (for example, the factors that lead to social cohesion and the factors that lead to social and political dysfunction, the desirable qualities of political leadership);

Assignment Submission and Extensions

ASSIGNMENT SUBMISSION

All written assignments must be submitted in hard copy through the Arts Student Centre (via the AHIS assignment box) on Level 1, W6A. Students must print and attach a completed coversheet to all submitted work. Information on the generation of coversheets will be provided in the Unit Guide on the iLearn site.

ASSIGNMENT RETURN

Returned assignments will contain feedback from the marker. Every effort will be made to return assignments in a timely fashion.

EXAMINATION

Students are required to present themselves for examination at the time and place designated by the University. The only exception to sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances, please consult University Policy for the available procedure.

EXTENSIONS

Extensions for assignments can only be granted for medical reasons or on compassionate grounds. Without documentation (medical or counselling certificates) or prior staff approval, a penalty of 2% a day, including weekends, will be applied. If required, applications for extensions should be made before the assignment's due date.

NB You should always keep a copy of completed tasks in case of loss.