



# AHIX110

## The Fall of the Roman Republic

SP2 OUA 2016

*Dept of Ancient History*

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## General Information

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W6A 523

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Prerequisites

Corequisites

Co-badged status

Unit description

This unit examines Roman history from 168 BC until the emergence of Augustus as Rome's 'First Man'. You will examine the effect upon Roman institutions of Rome's domination of the Mediterranean and investigate the rise of political instability and violence, which led to civil war, and the establishment of military autocracy. Particular attention will be paid to the changing expression of leadership qualities in Rome, the ideology of Rome's political class and evolving moral tradition. It is intended that at the end of this unit you will understand the ethos of the Roman Republic's political elite as it met Rome's changing circumstances; and understand the complex phenomenon of that Republic's failure at the very time of Rome's successful imperial expansion around the Mediterranean basin. All enrolment queries should be directed to Open Universities Australia (OUA): see [www.open.edu.au](http://www.open.edu.au)

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

## Learning Outcomes

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

- Describe the Roman Republican political process and fundamental political developments in Rome during the so-called Roman Revolution;
- Critically evaluate ancient source material and modern interpretations based on that material;
- Formulate arguments and articulate ideas and communicate and convey their views in written communication; and
- Demonstrate an appreciation of the larger issues which engage historians (particularly, in this case, the factors that lead to social cohesion in a given community; the factors that lead to social and political dysfunction; and the desirable qualities of political leadership).

## General Assessment Information

### Assignment Submission

This unit uses 'Turnitin Assignments' as the submission method for all assessment tasks. Assignments are submitted through the appropriate portal in the 'Assessments' section of the iLearn website.

For information about 'Turnitin', see [http://www.mq.edu.au/iLearn/resources/turnitin\\_tips.htm](http://www.mq.edu.au/iLearn/resources/turnitin_tips.htm). You may also find the following helpful:

[Turnitin Submission Procedure](#)

[iLearn Assignment Upload Procedure](#)

## Assessment Tasks

Name	Weighting	Due
<a href="#">Source Analysis</a>	30%	5pm (EST) Friday of Week 4
<a href="#">Paper</a>	30%	By 5pm (EST) Friday of Week 10
<a href="#">Final Exam</a>	40%	By 5pm (EST) Sunday of Week 13

### Source Analysis

Due: **5pm (EST) Friday of Week 4**

Weighting: **30%**

In 1000 words or less, outline the main features of the Roman aristocratic ethos in the second century B.C., making reference to specific items of ancient evidence to support this outline. Indicate what you see as the strengths and weaknesses of that value system.

On successful completion you will be able to:

- Describe the Roman Republican political process and fundamental political developments in Rome during the so-called Roman Revolution;
- Critically evaluate ancient source material and modern interpretations based on that material;
- Formulate arguments and articulate ideas and communicate and convey their views in written communication; and
- Demonstrate an appreciation of the larger issues which engage historians (particularly, in this case, the factors that lead to social cohesion in a given community; the factors that lead to social and political dysfunction; and the desirable qualities of political leadership).

## Paper

Due: **By 5pm (EST) Friday of Week 10**

Weighting: **30%**

After contemplating your findings with regard to Rome's aristocratic value-system (which you submitted as a Source Analysis in Week 4) and thinking about the values espoused by Cato the Elder (which you studied in Week 1), discuss to what extent you can see a similarity between the thoughts of Cato and the thoughts of Marius. Can we discern an "ideology of *novitas*"? In what ways did the protestations of Marius differ in terms of his values from those traditional values of Rome's aristocracy?

The word limit is 1000 words. A bibliography of any modern works utilised must be provided.

On successful completion you will be able to:

- Describe the Roman Republican political process and fundamental political developments in Rome during the so-called Roman Revolution;
- Critically evaluate ancient source material and modern interpretations based on that material;
- Formulate arguments and articulate ideas and communicate and convey their views in written communication; and
- Demonstrate an appreciation of the larger issues which engage historians (particularly, in this case, the factors that lead to social cohesion in a given community; the factors that lead to social and political dysfunction; and the desirable qualities of political leadership).

## Final Exam

Due: **By 5pm (EST) Sunday of Week 13**

Weighting: **40%**

**You are asked to answer two exam questions which will be released at 9am (EST) on the Monday of Week 13.**

1. You will answer one (1) essay question that asks you to consider the political developments of the period covered in the Unit (from the Gracchi to the death of Julius Caesar) in relation to the age of Augustus and to evaluate how the beginning of the imperial age may have been different. Please see the Week 13 lecture notes for this pre-circulated exam question and advice on approaching it **[1,000 words]**
2. You will choose four (4) passages from a range of ten for discussion. These passages are drawn from the passages that will have been studied in lectures and tutorials. **[250 words/passage = 1,000 words]**

On successful completion you will be able to:

- Describe the Roman Republican political process and fundamental political developments in Rome during the so-called Roman Revolution;
- Critically evaluate ancient source material and modern interpretations based on that material;
- Formulate arguments and articulate ideas and communicate and convey their views in written communication; and
- Demonstrate an appreciation of the larger issues which engage historians (particularly, in this case, the factors that lead to social cohesion in a given community; the factors that lead to social and political dysfunction; and the desirable qualities of political leadership).

## Delivery and Resources

### ABOUT THIS UNIT

The aim of this unit is to examine the ethos of the Roman Republic's political elite as it met Rome's changing circumstances. The period chosen for study also allows us to examine the complex phenomenon of that Republic's failure at the very time of Rome's successful imperial expansion around the Mediterranean basin.

The course concerns itself with the last century and a half of the period conventionally designated in modern times as the Roman Republic: from 168 BC, when Roman troops destroyed the Macedonian army at the battle of Pydna, and particularly from 146 BC, the year of the destruction of Carthage and Corinth, to 27 BC, the year in which C. Iulius Caesar Octavianus (Octavian) assumed the title Augustus, with the last lecture looking at the long *principatus* (or

“premiership”) of Augustus which lasted until his death in AD 14. (Special emphasis is placed on the second century BC.) Developments in this period, both internal and external, are of critical significance in the history of western civilization. We look closely at traditional political and social institutions, values and practice, and try to assess the effect on these of Rome’s emergence as the supreme power in the Mediterranean.

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 will need to be addressed, and the distinctive features of 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. One of the themes of the course will be the values of Rome’s elite.

**Lectures:** The lectures for this unit have been recorded and the audio recordings can be downloaded or streamed via the Echo 360 system which can be accessed via the iLearn site.

**Tutorials:** Topics for discussion and questions to be addressed are set out under the appropriate week on the iLearn unit site. **The material covered will form an essential preparation for your responses in Part (i) in the Examination.** Preparation for each tutorial is advised, since the material covered in these sessions will be examined. Only by reading the material set for discussion in advance will you receive the full benefit of these sessions. **Students are asked to discuss tutorial topics amongst themselves by posting online via the Discussion Forum for the appropriate week on the iLearn website.**

We hope that participation in these discussions will be a vital and rewarding part of the unit.

## RESOURCES

### Required Reading and Texts

Plutarch, *Makers of Rome* (London, Penguin Books Ltd, 1965)

Plutarch, *Fall of the Roman Republic* (London, Penguin Books Ltd, 1958, 2005 edition)

H.H. Scullard, *From the Gracchi to Nero* (5<sup>th</sup> edition, London, 1982)

### 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.

Required texts are available for purchase at the Co-Op bookstore <<http://www.coop-bookshop.com.au>>.

## UNIT WEBPAGE AND TECHNOLOGY USED AND REQUIRED

This unit will use iLearn: <<https://ilearn.mq.edu.au/login/MQ/>>. PC and Internet access are therefore 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 are required to **participate in tutorial discussions online** via the Discussion Fora on the iLearn website.

Students must attempt each of the assessment tasks and achieve **an overall mark of 50% or above** to complete the unit satisfactorily.

## **Unit Schedule**

<b>Week 1</b>	An Introduction to Roman Culture and History
<b>Week 2</b>	The Rise of Rome to 146 BC
<b>Week 3</b>	Scipio Aemilianus
<b>Week 4</b>	Problems Facing Rome in the Mid-Second Century
<b>Week 5</b>	133 BC: The Tribune of Tiberius Sempronius Gracchus
<b>Week 6</b>	The Killing of Tiberius Gracchus
<b>Week 7</b>	Archaeological Evidence for the Impact of Gracchus' Land Program
<b>Week 8</b>	The Tribunes of Gaius Sempronius Gracchus
<b>Week 9</b>	The Killing of Gaius Gracchus and the Rise of Marius
<b>Week 10</b>	From the Political Violence of 100 BC to the Dictatorship of Sulla
<b>Week 11</b>	Pompey the Great
<b>Week 12</b>	Caesar
<b>Week 13</b>	Augustus

## Policies and Procedures

### Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

### Extension Request

#### **Special Consideration Policy and Procedure** **(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)**

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the



future as part of the assessment process

### Outcome

Once your submission is assessed, an appropriate outcome will be organised.

## OUA Specific Policies and Procedures

### Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](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/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

## OUA Specific Policies and Procedures

### Extension Request Procedure

The granting of extensions of up to one week are at the discretion of the unit convenor. Any requests for extensions must be made in writing before the due date for the submission of the assessment task. Extensions beyond one week is subject to the [University's Disruptions Policy](#).

#### Disruption to Studies

If you require an extension of longer than seven (7) days you will be required to submit a 'Disruption to Studies' Notification. Please follow the procedure below:

1. Visit <https://ask.mq.edu.au/account/forms/display/disruptions> and use your OneID to log in.
2. Select your OUA unit code from the drop down list and fill in your relevant details. *Note: A notification needs to be submitted for each unit you believe is affected by the disruption.*
3. Click "Submit form".
4. Attach supporting documents by clicking 'Add a note/attachment', click 'browse' and navigating to the files you want to attach, then click 'submit note' to send your notification and supporting documents
5. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

Please ensure that supporting documentation is included with your request.

Notify your lecturer via your iLearn dialogue box if you are submitting a 'Disruption to Studies' Notification.

Your request will be considered once all the documentation has been received.

If you have issues, please contact your convenor via the dialogue tool immediately.

Extensions are granted **only** on grounds of illness or misadventure, and appropriate supporting documentation must be submitted. Work submitted after 3 weeks beyond the due date, or the date after which an extension has been given, will not be accepted. If you are having problems completing an assignment, please contact the tutor as early as possible.

### OUA Special Circumstances Process

Special Circumstances refers to late withdrawal from a unit and your request to have your

circumstances taken into account for a possible refund of fees and removal of a "fail" result.

*Applications for Special Circumstances are to be submitted to Open Universities Australia directly:*

<https://www.open.edu.au/public/student-admin-and-support/student-support-services/special-circumstances>

## 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](http://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](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources 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 outcome

- Demonstrate an appreciation of the larger issues which engage historians (particularly, in this case, the factors that lead to social cohesion in a given community; the factors that lead to social and political dysfunction; and the desirable qualities of political leadership).

## 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

- Describe the Roman Republican political process and fundamental political developments in Rome during the so-called Roman Revolution;
- Critically evaluate ancient source material and modern interpretations based on that material;
- Demonstrate an appreciation of the larger issues which engage historians (particularly, in this case, the factors that lead to social cohesion in a given community; the factors that lead to social and political dysfunction; and the desirable qualities of political leadership).

## Assessment tasks

- Source Analysis
- Paper
- Final Exam

## 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 outcome

- Critically evaluate ancient source material and modern interpretations based on that

material;

## Assessment tasks

- Source Analysis
- Paper
- Final Exam

## 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 outcome

- Critically evaluate ancient source material and modern interpretations based on that material;

## Assessment tasks

- Source Analysis
- Paper
- Final Exam

## 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

- Formulate arguments and articulate ideas and communicate and convey their views in written communication; and

## Assessment tasks

- Source Analysis
- Paper
- Final Exam

## 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

- Demonstrate an appreciation of the larger issues which engage historians (particularly, in this case, the factors that lead to social cohesion in a given community; the factors that lead to social and political dysfunction; and the desirable qualities of political leadership).

## Changes from Previous Offering

The due date for Assessment 2 has been moved back a week to Week 10 to allow students to digest the material on Marius to a greater extent.