



# AHIS110

## Introduction to Roman History: The Republic in Crisis

S1 Day 2019

*Dept of Ancient History*

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#### Disclaimer

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## General Information

Unit convenor and teaching staff

Unit Convenor and Lecturer

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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.

## General Assessment Information

### ASSESSMENT TASKS

1. **Self-assessment Exercise:** This exercise is compulsory but does not count towards your final grade.

You will provide ten short answers based on questions which relate to the lecture on "The Roman 'Constitution' & Roman Society" in Week 3. The tutorial this week will also touch upon the Roman political process. Feedback will be provided in the following week.

The aim of this exercise is to measure your understanding of the Roman Republican political process which will form the basis for your future study of the political evolution of the Roman state in the period 168–80 BC.

It is due to be submitted on **Friday (Ides of) March 15th by 11.59pm**. Beware!

2. **Preparatory (Documentation) Exercise:** This task counts towards only 10% towards your final grade.

We would like to give you as much feedback as possible as soon as possible in the session. As many of you will be undertaking this unit as the first in your university career, we are offering a very short exercise based on **Tutorial Topic Two** ('The Values and Goals of the Roman Nobility'), to ensure that you are familiar with the desired mode of presenting evidence and

documenting an academic paper.

To that end we are asking that you submit a very short paper (of no more than 100 words) on the following topic:

**Identify three important values of the Roman nobility, and provide the evidence from the ancient sources for our knowledge of each of these values.** (The means of referencing your paper will be discussed at the preceding tutorial for internal students and in the Discussion Group for externals.)

In this exercise, we are looking for three distinct Roman aristocratic values found in the sources provided, clearly outlined (within the word limit), the citation of ancient evidence, clarity of presentation, good expression and grammatical accuracy. The exercise will be graded according to these criteria (e.g., systematic citation, number of sources cited, and standard of presentation). The paper should be written in prose, not point form.

This is what is termed a 'low-risk task'. It will count relatively little towards your final assessment (thus removing a good deal of pressure), but it will get you into the swing of things early; it is due to be submitted on **Friday March 29th by 11.59pm**). The assignment is designed to assist you in the preparation for your essay.

The mode of desired referencing will be found on the iLearn website.

### **3. Ancient Source Dossier** (worth 15% of your final grade):

In this exercise, you will construct a 'source dossier' of at least ten ancient sources on a particular Roman politician to be identified in Week 7 (from a variety of source material that will be discussed in class in that week). In this way, you will become familiar with the different information that can be extracted from literary testimonia (i.e., written texts), epigraphical sources (i.e., inscriptions) and numismatic sources (i.e., coins).

Exercises will be graded according to the number of sources found, proper source citation and clarity of presentation. The assignment must be submitted on **Friday May 3rd by 11.59pm**.

### **4. Prosopographical Paper/Essay and Elogium (Funerary Epitaph):** One essay and *elogium*, counting for 35% of the final mark, is required.

The staff will prepare a full source dossier based upon the research we have undertaken together for the previous exercise. Using this dossier, you will submit a profile and an evaluation of the career of the same individual. You will also write a short funerary epitaph. **The Essay and the Elogium are both due Friday May 24th by 11.59pm.** (Fuller details will be supplied later in the course [in Week 7], together with guides to the exercise). This will be done in the 2nd lecture at 12.00pm on **Thursday 11th April. (It is essential that you attend or listen to this lecture.)**

The essay will be graded according to the rubrics provided on the iLearn site.

Please note that Ancient History Essay Presentation Guides will be made available on the iLearn website.

**5. Examination:** There is a two-hour examination scheduled in the University Examination Period. It is worth 40% of the final assessment. It will include:

(i) **a compulsory question** on the nature of Rome's crisis and the Republic's strengths and weaknesses (which is here pre-circulated.)

**"A state without the means of some change is without the means of its conservation."  
(Edmund Burke)**

**Discuss this proposition with regard to the Roman Republic between the period 168 and 80 BC.** Was the Roman Republic without the means of change? Was change the solution in your opinion? Discuss with regard to political developments between 168 and 80 BC. (In your answer, you should make specific references to the particular problems that Rome faced in this period and to the solutions proposed and/or enacted by various individuals.)

(ii) a set of ten short-answer questions testing your knowledge of the Roman political system (worth 10% of the overall examination mark); and

(iii) a range of passages for discussion (drawn from the passages that will be studied in lectures and tutorials).

**IMPORTANT:** The University Examination period in 1st Session 2019 is from **11th of June to 28th of June**.

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. 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://students.mq.edu.au/student\\_admin/timetables](http://students.mq.edu.au/student_admin/timetables). The only exception to sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. 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**

**Criteria and standards required for the assessment tasks** will be found on the iLearn site.

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

## ASSIGNMENT SUBMISSION AND RETURN

All written work (apart from that undertaken in the examination) must be submitted **through the iLearn website**. Please upload your assignment to the drop-box under the relevant week. Save your assignment as a pdf file. All assignment files should be saved with your full name in the label of the file. All assignments should include the following at the start: Student name; Student number; Assessment Task Title or Question.

Assessments 2 to 4 will be returned via the Turnitin tool on the iLearn site and will contain feedback from the marker. Every effort will be made to return assignments in a timely fashion. Information about how to submit work online can be accessed through the iLearn site.

Over the course of AHIS110 your work will be marked by at least two members of staff.

**N.B. (NOTA BENE), i.e. NOTE WELL:** You should always keep a copy of completed assignment tasks in case of loss.

## ASSIGNMENT LENGTH

Markers will not read assignments which are more than 10% over the specified word length. **Please note that footnotes and bibliography do not count in the word length in this particular unit.** (You should not expect that this will be the case in other units that you are undertaking.)

## EXTENSIONS AND PENALTIES FOR LATE SUBMISSION OF ASSESSMENT TASKS

Extensions for assignments can only be granted for *serious and unavoidable* disruptions that arise after a study period has commenced and may only be sought with the support of documentary evidence. If you anticipate any difficulty in meeting due dates for assignments then it is important that you contact the unit convenor as early as possible and before the deadline. **Unless a Special Consideration request has been submitted and approved (on which, see below), (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.**

## SPECIAL CONSIDERATION

The granting of extensions is subject to the University's Special Consideration Policy.

A student who has experienced unexpected, unavoidable, and serious circumstances affecting their assessable work may lodge an application for Special Consideration.

Applications will only be accepted in the following circumstances:

- where academic work has been hampered to a substantial degree by illness or other cause; and
- the circumstances are serious and unavoidable and beyond the student's control; and
- the application for Special Consideration is lodged no later than **five (5) working days** after the assessment task due date or examination date.

<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>

## IMPORTANT NOTE ON FINAL MARKS

Please note with respect to the marks you receive for work during the session: the marks given are indicative only; final marks will be determined after moderation. See further the note on Results in the Policies and Procedures section below.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Self-Assessment Exercise</a>	0%	No	Friday of Week 3 by 11.59pm
<a href="#">Documentation Exercise</a>	10%	No	Friday of Week 5 by 11.59pm
<a href="#">Ancient Source Dossier</a>	15%	No	Friday of Week 8 by 11.59pm
<a href="#">Prosopographical Exercise</a>	35%	No	Friday of Week 11 by 11.59pm
<a href="#">Examination</a>	40%	No	Examination period

## Self-Assessment Exercise

Due: **Friday of Week 3 by 11.59pm**

Weighting: **0%**

You will provide ten short answers based on questions which relate to the lecture on "The Roman 'Constitution' & Roman Society" in Week 3. The tutorial this week will also touch upon the Roman political process. This exercise is compulsory but does not have an assessment weighting.

The aim of this exercise is to measure your understanding of the Roman Republican political process which will form the basis for your future study of the political evolution of the Roman state in the period 168–80 BC.

You will self-assess your responses against the answers and feedback that we shall provide in the lectures of Week 4.

Your answers will have already been submitted electronically in a pdf file using the Turnitin portal under Week 3 on the unit's iLearn website. This quiz will help prepare you for the short-answer questions in the examination at the end of the session.

Another aim of this exercise is for you to see how you are progressing in the unit. You might ask yourselves:

- What have I learned about mid-Republican Rome so far in this unit?
- Do I have a basic understanding of the way in which Roman government worked in 168 BC?
- Am I confident that I can now use this knowledge to move on to a study of the way in which the Roman state changed in the period we shall now study?
- How could I improve my approach?

**The exercise is due on Friday 15th (Ides of) March by 11.59pm.**

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 ability to formulate arguments and articulate ideas;

## Documentation Exercise

Due: **Friday of Week 5 by 11.59pm**

Weighting: **10%**

A very short exercise (or not more than 100 words) designed to ensure that students are familiar with the desired mode of presenting evidence and documenting an academic paper.

The paper will be submitted electronically via the Turnitin portal under Week 5 on the unit's iLearn website.

**The exercise is due on Friday 29th March by 11.59pm.**

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.

## Ancient Source Dossier

Due: **Friday of Week 8 by 11.59pm**

Weighting: **15%**

This will serve as a preliminary research exercise that will lead to the completion of the main essay (a prosopographical profile). 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.

The ancient source dossier will be submitted electronically via the Turnitin portal under Week 8 on the unit's iLearn website.

**The ancient source dossier is due on Friday 3rd May by 11.59pm.**

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.

## Prosopographical Exercise

Due: **Friday of Week 11 by 11.59pm**

Weighting: **35%**

This prosopographical exercise, built upon the previous assignment, is 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* (funerary epitaph) should be no more than 250 words.

The paper will be submitted electronically via the Turnitin portal under Week 11 on the unit's iLearn website.

**The paper is due on Friday 24th May by 11.59pm.**

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.

## Examination

Due: **Examination period**

Weighting: **40%**

A two-hour examination on all course content.

Students are expected to present themselves for the 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. If a Supplementary Examination is granted as a result of this 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 which falls this session on **Friday 28th June**.

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);

## Delivery and Resources

### ABOUT THIS UNIT

This unit concerns itself with the beginning of the Roman Republic's drift towards its political collapse, and in particular with the beginnings of the so-called "Roman Revolution". Special attention will be paid to the period from 168 BC, when Roman troops destroyed the Macedonian army at the battle of Pydna, to the establishment of Sulla's dictatorship (82–80 BC), when the age of the General was at hand and the Republic's days were numbered. 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 dominating 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 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.

### CLASSES FOR INTERNAL STUDENTS

For lecture times and classrooms, internal students should consult the MQ Timetable website: <http://www.timetables.mq.edu.au>. This website will display up-to-date information on classes and classroom locations.

**Lectures:** The lectures for this unit will be 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 site. All tutorials will focus upon the historiographical aspects of studying this period and **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.

There are tutorials each week for most weeks of the session. We hope that participation in these discussions will be a vital and rewarding part of the unit.

### EXPECTATIONS FOR EXTERNAL STUDENTS

**Lectures:** As for internal students, the lectures for this unit will be 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 site. You should use the Tutorial Forum for External Students at the top of the iLearn site to discuss the questions posed each week. All tutorials will focus upon the historiographical aspects of studying this period and **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 the questions and issues discussed in the forum.

There are tutorial topics set each week for most weeks of the session. We hope that participation in these discussions will be a vital and rewarding part of the unit.

## RESOURCES

### Required Reading and Texts

#### (i) Ancient Sources

All students are expected to have a copy of the ancient sources listed below. All tutorial exercises which do not draw on material in the Unit Book of Readings (see below) will be based on source material in these works.

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

**Appian *The Civil Wars* (Penguin Classics)**

\* Please note that the *Lives* of Plutarch that are covered in this unit are also available in two Penguin editions: Plutarch *Makers of Rome* (Penguin Classics) and Plutarch *The Fall of the Roman Republic* (Penguin Classics). These two books could be purchased as an alternative to the first of the two books above.

Other essential ancient sources to which reference will be made in the lectures have been compiled in a Book of Readings ***Introduction to Roman History: The Republic in Crisis*** (revised edition) which will be available at the beginning of the session. Internal students should bring it to all lectures and tutorials.

## 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.

#### (ii) Modern Studies

A useful textbook account for the period will be found in H.H. Scullard, *From the Gracchi to Nero*

(5th edition, 1982) whose notes on pp. 381ff. provide reference to more recent modern studies. It is highly recommended for background reading. An online version of Scullard is available through the Library website.

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

Shorter paperbacks which provide an introduction to Republican history and a background to the period we are studying are:

Michael Crawford, *The Roman Republic* (London 1978); P.A. Brunt, *Social Conflicts in the Roman Republic* (London 1971); David Shotter, *The Fall of the Roman Republic* (New York, 2<sup>nd</sup> edition 2005); and Catherine Steel, *The End of the Roman Republic 146 to 44 BC. Conquest and Crisis* (Edinburgh 2013).

These (the last two especially) are readily available and are recommended for purchase to those wanting a wider perspective.

A stocktaking of modern scholarship and a useful summation of many of the problematic issues arising in this topic will be found in M. Beard and M. Crawford *Rome in the Late Republic. Problems and Interpretations* (London 1985). Even more recent introductions to various themes are provided by Harriet I. Flower (ed.), *The Cambridge Companion to the Roman Republic* (Cambridge 2004), designed for readers new to the subject; and Nathan Rosenstein and Robert Morstein-Marx (eds), *A Companion to the Roman Republic* (Oxford 2006).

There are two essential works of reference for the course which are to be consulted in the Library:

The *Oxford Classical Dictionary* (abbreviated *OCD*) is the standard work of reference in English for Roman and Greek history and culture. It provides reliable and succinct explanations and definitions of technical terms, summary biographies of prominent individuals, and accounts of institutions, etc. Hard copies of the various editions are held in the library and the latest edition is available online through the library website.

Copies of T.R.S. Broughton *The Magistrates of the Roman Republic* (abbrev. *MRR*; 2 vols, 1951-2; Vol. 1 covers the period 509-100 BC; vol. 2 the period 99-31 BC) will be held in Reserve in the library and is available for consultation online. This is an invaluable work which gives, year by year, a full, systematic list of the known political officials and magistrates, a summary of their actions in office and full references to the known ancient sources. A supplementary volume (vol. 3) was published in 1986.

Also to be regarded as a standard work of reference is J.A. Crook et al. (ed.), *The Cambridge Ancient History* vol. IX<sup>2</sup> (Cambridge 1994).

More detailed reading lists relating to particular topics will be made available electronically on the iLearn unit site. The most important recommended books and articles will be held either in **Reserve** in the Library or will be available electronically on the Library website or through the Leganto link on the iLearn website.

## 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

### Attendance

It is **expected** that **internal students** attend lectures and tutorials and that they spend **10 hours per week on individual study and participation in class across the 15 weeks** of the session. **External students** should devote the same time to the unit, listening to lectures through the Echo 360 system and participating in the discussion forum on the set tutorial topics online.

The importance of a regular commitment to the activities in the unit is reflected in the final examination in which questions are drawn directly from material covered in the lectures and tutorials.

Students will be expected to attempt each of the 5 assessment tasks and will need to achieve **an overall mark of 50% or above** to complete the unit satisfactorily.

## Unit Schedule

### AHIS110 INTRODUCTION TO ROMAN HISTORY: THE REPUBLIC IN CRISIS

#### Lecture and Tutorial Program

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

#### Week 1

Lecture 1: Introduction to the Course

Lecture 2: The Culture of Republican Rome

**There are TUTORIALS in the first week** but they will be introductory (no preparation required).

#### Week 2

Lecture 1: The Rise of Rome I

Lecture 2: The Rise of Rome II

**THERE ARE NO TUTORIALS THIS WEEK.** Use the time to do your preparatory reading for next week's tutorial topic on Rome's Destruction of Carthage and to familiarize yourself with the Unit Guide and the AHIS110 iLearn site.

### **Week 3**

Lecture 1: The Roman 'Constitution' & Roman Society

Lecture 2: The Roman 'Constitution' & Roman Society

**Tutorial Discussion Topic:** Rome's Destruction of Carthage

**The Self-Assessment Exercise is due this week.**

### **Week 4**

Lecture 1: Scipio Aemilianus I

Lecture 2: Scipio Aemilianus II

**Tutorial Discussion Topic:** The Values and Goals of the Roman Nobility

### **Week 5**

Lecture 1: Problems facing Rome in the mid-2nd Century I (military)

Lecture 2: Problems facing Rome in the mid-2nd Century II (agrarian/slave)

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

**The Preparatory (Documentation) Exercise is due this week.**

### **Week 6**

Lecture 1: Problems facing Rome in the mid-2nd Century III (urban problems)

Lecture 2: Tiberius Gracchus (early career)

**Tutorial Discussion Topic:** The Introduction of the Secret Ballot

### **Week 7**

Lecture 1: Tiberius Gracchus (reform and revolution: the crisis of 133 BC)

Lecture 2: **Essential Essay Preparation:** an introduction to prosopography

**Tutorial Discussion Topic:** a discussion on the **Ancient Source Dossier, Essay and Elogium**  
(no preparation required but don't miss this tutorial!)

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MID-SESSION RECESS (two weeks)

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### **Week 8**

Lecture 1: Archaeological Evidence for the Gracchan Land Program

Lecture 2: The Gracchan Aftermath: Punishments, Crisis and Politics

**Tutorial Discussion Topic:** The Latin Sources for Tiberius Gracchus

**The Ancient Source Dossier is due this week.**

### **Week 9**

Lecture 1: Gaius Gracchus (early career and character)

Lecture 2: Gaius Gracchus (reform program)

**Tutorial Discussion Topic:** Greek Sources on the Deposition of M. Octavius and the Death of Tiberius Gracchus

### **Week 10**

Lecture 1: The assassination of Gaius Gracchus and the Rise of Marius

Lecture 2: The Extraordinary Military Career of Marius

**Tutorial Discussion Topic:** The Letter of Cornelia, mother of the Gracchi

### **Week 11**

Lecture 1: Saturninus and Political Violence

Lecture 2: The Italian Question and the Italian War

**THERE ARE NO TUTORIALS THIS WEEK.** You will be working on Assessment 4 (due **this** week).

**The Prosopographical Paper and Elogium are due this week.**

### **Week 12**

Lecture 1: Sulla, Pompeius Strabo, Cinna and Civil War

Lecture 2: The Cinnan *dominatio* and the Return of Sulla

**Tutorial Discussion Topic:** Marius' Consular Speech and Plutarch's *Life of Marius* (in the first part we return to the topic of Roman elite values and in the second we focus on historiography in preparation for the examination).

### Week 13

Lecture 1: Sulla's Dictatorship

Lecture 2: Epilogue: from Sulla to Augustus

**Tutorial Discussion Topic:** Sulla's memoirs and Plutarch's *Life of Sulla* (This tutorial will also focus on historiographical issues in preparation for the examination.)

Friday June 7th

**Last day of classes** (Valete!)

Tuesday June 11th

**Examination Period begins** (All the best!)

Friday June 28th

**Examination Period ends** (Have a good break!)

## Policies and Procedures

Macquarie University policies and procedures are accessible from **Policy Central** (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the **Student Policy Gateway** (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit **Policy Central** (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

[s://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

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

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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

### 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 tasks

- Documentation Exercise
- Ancient Source Dossier
- Prosopographical Exercise

### 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

- Self-Assessment Exercise
- Documentation Exercise
- Ancient Source Dossier
- Prosopographical Exercise
- Examination

## 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 tasks

- Documentation Exercise
- Ancient Source Dossier
- Prosopographical Exercise

## 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**

- Self-Assessment Exercise
- Documentation Exercise
- Ancient Source Dossier
- Prosopographical Exercise
- Examination

## **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**

- Self-Assessment Exercise
- Documentation Exercise
- Ancient Source Dossier
- Prosopographical Exercise
- Examination

## **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**

- Documentation Exercise
- Ancient Source Dossier
- Prosopographical Exercise
- Examination

## **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**

- Prosopographical Exercise
- Examination

## **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);

### **Assessment tasks**

- Documentation Exercise
- Prosopographical Exercise

## **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);

### **Assessment tasks**

- Documentation Exercise
- Prosopographical Exercise