AHIS310

Early Rome

S1 External 2014

Ancient History

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
Paul McKechnie
paul.mckechnie@mq.edu.au
Contact via paul.mckechnie@mq.edu.au
W6A500
Open door policy

Credit points
3

Prerequisites
39cp including (AHIS110 or AHIS212 or AHIS312 or AHST103 or AHST232 or AHST332)

Corequisites

Co-badged status

Unit description
This unit is a study of the history of Rome in the fifth and fourth centuries BCE, from the establishment of the Roman republic to the time of the first Punic War. The work draws on Livy, other literary sources including Plutarch, and to some degree the findings of archaeological research.

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:

Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.

Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.

Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.

Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.

Write analytical and argumentative studies relating to important questions in Roman history.

Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Assessment Tasks

Name	Weighting	Due
Minor essay	20%	14 March 2014
Major essay	30%	11 April 2014
End of session examination	50%	As scheduled

Minor essay

Due: **14 March 2014**
Weighting: **20%**

Answer this question in a brief essay (i.e. shorter than 1000 words, counting footnotes but not counting bibliography):

How valuable (or otherwise) is Plutarch's 'Life of Publicola' as evidence for the history of Rome in the early republican period?

This brief essay is set for completion at the end of Week 2 of the semester, to help students get an idea of the standard for the unit, and how they are going. Bibliographical suggestions should be drawn from the bibliographies for Weeks 1 and 2. Students should also find relevant ancient sources, and scholarly books and articles, for themselves, since a valuable research skill is developed by doing this.

DO NOT use internet sources of low quality (for example, most of those without a named author would count as being of low quality). The minor essay will be marked and returned as soon as possible. There will be no choice of topic for this essay, in view of how limited the range of work is which has been covered by this stage in the unit.

The Ancient History Department style guide should be followed for all the essays in this unit.

On successful completion you will be able to:
* Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
* Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
* Demonstrate ability to understand and interpret published archaeological data relating to

Rome and Italy in the fifth and fourth centuries.

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- Write analytical and argumentative studies relating to important questions in Roman history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Major essay

Due: **11 April 2014**
Weighting: **30%**

The major essay should have a maximum length of 2000 words counting footnotes but not counting bibliography.

A greater depth of study and a fuller range of reading are expected in the case of the major essay.

Initial bibliographical suggestions should be drawn from bibliographies in the iLearn unit. Students should also find relevant ancient sources, and scholarly books and articles, for themselves, since a valuable research skill is developed by doing this.

DO NOT use internet sources of low quality (for example, most of those without a named author would count as being of low quality).

Major essay titles:

1. Dionysius of Halicarnassus said that 'History is philosophy learned from examples'. Compare the
lessons Dionysius wished to teach in Books 10 and 11 of his Roman Antiquities with the lessons Niccolo Macchiavelli wished to teach in his Discourses on the first Decade of Livy.

2. 'It is ... not surprising that the rule of law first originated in societies dominated by a transcendental religion, and that the first laws that rulers had to respect were religious ones. The Hebrew Bible and Talmud, the Roman Twelve Tables, the early Church decretals and canons, the Sunna and hadith, the Vedas and shastras were all recognized in their respective societies as shared rules of justice, and in each society—Israelite, Roman, Christian, Muslim, and Hindu—rulers explicitly recognized a duty to live under the religiously defined law' (Francis Fukuyama).

Is it fair comment to refer to the Twelve Tables as a 'religiously defined law'?

3. 'Very little in the sources ... prepares us for the universal belief among early modern historians

that the gens was of surpassing influence in the creation of the early state, and the organisation of its early civic life' (C.J. Smith). Was the gens as such ever a key to political power at Rome? If not, how did the gens relate to real loci of power?

4. '[The] plebeian model of political performativity ... is already implied by the institutions of ancient Rome's plebeian democracy as well as certain other premodern republics grounded on differentiated citizenship (whereby the few, though elevated and distinguished from the many, nonetheless endured unique burdens as a condition of this elevation) ...' (J.E. Green)

How powerful is the comparison Green draws between plebeian politics in the Roman republic and the 'plebeianism' which Green defines in the course of arguing that 'something other than the full realization of free and equal citizenship is being practised in contemporary mass liberal–democratic regimes'?

5. 'We must ... turn to Livy and ... try to assess the extent to which the Pontifical Tables and ... other sources ... channelled reliable information into the annalistic tradition. This procedure relies almost entirely on assessing the inherent probability of L.'s evidence and working from there to assessments of the quality of his ultimate sources' (S.P. Oakley). Is it possible to do actual history under these conditions, or only myth? Focus on one or two historical issues of your choice from Livy 6-10.

6. Consider Latin colonies and colonization from the time of the foundation of Velitrae and Suessa Pometia (494) to the time of the foundation of Firmum (264). How did aims and methods change? Give examples.

The Ancient History Department style guide should be followed for all the essays in this unit.

On successful completion you will be able to:
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- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
- Write analytical and argumentative studies relating to important questions in Roman history.
- Present written work to a high standard, with relevant footnoting and accurate

bibliographies.

End of session examination

Due: **As scheduled**
Weighting: **50%**

There will be a two-hour exam at the end of semester. There will be a choice of questions, and students, may choose to answer either two or three.

On successful completion you will be able to:
- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
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Delivery and Resources

Lectures will be recorded and available via Echo 360.

Resources are available in iLearn.

There are items available for this unit in e-reserve.

There are no tutorials. Attendance at lectures is recommended.

PC and Internet access are required. Basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Any problem, contact onehelp@mq.edu.au (9850 4357) and *not* the course convener.

Unit Schedule

Classes: Tuesdays 12 noon (W5C320) and Thursdays 12 noon (C5C Collaborative Forum)

No.	Date	Time	Topic
1	4 March	12.00	Royal Rome and its downfall
2	6 March	12.00	Evidence for Rome in the early republic
3	11 March	12.00	Praetors (= consuls) and dictators
4	13 March	12.00	Plutarch *Publicola* (Document 1)
5	18 March	12.00	Patricians and plebeians in the fifth century
6	20 March	12.00	The Twelve Tables (Document 2), plus Religion (and law) in the early republic, incl. the Black Stone
7	25 March	12.00	*Dionysius of Halicarnassus Roman Antiquities* (Document 3)
8	27 March	12.00	Coriolanus and the Volscians; the Fabii, the Etruscans and the Cremera; and the *foedus Cassianum.*
9	1 April	12.00	The Roman clan; plus Livy *History of Rome* 6 (Document 4)
10	3 April	12.00	Macchiavelli's *Discourses*
11	8 April	12.00	Etruscan life, Etruscan art
12	10 April	12.00	Etruscans, Romans and Celts
13	29 April	12.00	Plutarch *Camillus* (Document 5)
14	1 May	12.00	The Roman army
15	6 May	12.00	Rome and the Latins (1)
16	8 May	12.00	Rome and the Latins (2) plus *Plutarch Roman Questions* (Document 6)
17	13 May	12.00	Roman years, months, days and *fasti*
18	15 May	12.00	Women at Rome; Roman slavery
19	20 May	12.00	Livy *History of Rome* 8 (Document 7)
20	22 May	12.00	Patrons and clients
21	27 May	12.00	Rome and the Samnites (1)

22	29 May	12.00	Livy *History of Rome* 10 (Document 8)
23	3 June	12.00	Rome and the Samnites (2)
24	5 June	12.00	Plutarch *Pyrrhus* (Document 9)
25	10 June	12.00	Rome and Greece, Greece and Rome
26	12 June	12.00	Polybius 1.5.1-10.9 (Document 10)

Learning and Teaching Activities

Listen to lectures

In the classroom or on Echo360

Study primary sources

Use iLearn plus library study

Study modern learned literature

Use bibliographies and e-reserve, plus library study

Find and study additional relevant literature beyond material in bibliographies

Use resources including JSTOR and L'Annee philologique

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/

How to submit your work

Written work must be submitted by internal students through the Arts Student Centre (via the AHIS assignment box) on Level 1, W6A. External students submit work through the Centre for Open Education. Students must print and attach a completed coversheet to all submitted work. A personalised assignment coversheet is generated from the student section of the Faculty of Arts website at:

http://www.arts.mq.edu.au/current_students/undergraduate/admin_central/coversheet

Please provide your student details and click the *Get my assignment coversheet* button to generate your personalized assignment cover sheet.

Extensions

Without documentation (medical or counselling certificates) or prior staff approval, a penalty of 2% a day, including weekends, will be applied.

If you need an extension ask for it before hand-in time. Unless of minimal duration, extensions can only be granted for documented medical reasons or on documented compassionate grounds.

Pass mark

To complete the unit satisfactorily you will need to achieve an overall mark worth 50% or above.

Criteria and standards for grading against which individual assessment tasks will be judged

Knowledge, approach & argument	HD	D	Cr	P	F
Knowledge of relevant subject matter	Extensive knowledge of relevant subject matter	Thorough knowledge of relevant subject matter	Substantial knowledge of relevant subject matter	Sound knowledge of relevant subject matter	Little or no knowledge of relevant subject matter
Mastery of appropriate techniques and methodologies	Mastery of appropriate techniques and methodologies	Thorough application of techniques and methodologies	Substantial evidence of knowledge of appropriate techniques and methodologies	Some evidence of knowledge of appropriate techniques and methodologies	Little or nor evidence of knowledge of appropriate techniques and methodologies
Your argument	Consistent evidence of deep and critical thinking; substantial originality	Clear evidence of deep and critical thinking.	Some evidence of deep and critical thinking	Sufficient evidence of some critical thinking	Little or no evidence of critical thinking
Competing arguments	Competing arguments mastered; some success in attempting to go beyond scholarship	Competing arguments mastered; attempt to go beyond scholarship	Substantial evidence of knowledge of competing arguments; arguments reported rather than analysed	Some evidence of knowledge of competing arguments, but this not integrated into your argument	No evidence of knowledge of competing arguments
Sources & their use	HD	D	Cr	P	F

Use of ancient sources	Extensive and critical use of ancient sources	Thorough and critical use of ancient sources	Substantial use of ancient sources; some uncritical use	Sufficient use of ancient sources; substantial uncritical use	Very little or no use of ancient sources
Use of modern scholarship	Extensive and critical use of modern scholarship	Thorough and critical use of modern scholarship	Substantial use of modern scholarship; some uncritical use	Sufficient use of modern scholarship; substantial uncritical use	Little or no use of modern scholarship; uncritical use.
Citation of sources	Approved system used consistently	Approved system used consistently	Approved system used consistently	Approved system used, but not used consistently	No attempt to use approved system or no citation [plagiarism]

Style, presentation and language	HD	D	Cr	P	F
English language: grammar	Excellent use of English language throughout	Excellent use of English language	Proficient use of English; some minor errors eg in use of apostrophe	Generally sound use of English; consistent minor errors	Substantial inappropriate or ungrammatical use of English
English language: spelling	Spelling correct throughout	Spelling correct throughout	Spelling mostly correct throughout; some inconsistency eg in treatment of foreign language words in English	Minor spelling mistakes but otherwise sound	Spelling poor
Structure of argument	Argument structure excellent	Argument well structured	Argument has proficient structure	Argument has clear structure	Little or no structure to argument
Length of paper	Within limits set for this assignment	Within limits set for this assignment	Within limits set for this assignment	Within limits set for this assignment	Not within limits set for this assignment
Presentation	Well presented	Well presented	Well presented	Well presented	Poor presentation: eg untidy and difficult to read

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

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
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Assessment tasks

- Minor essay
- Major essay
- End of session 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

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
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Assessment tasks

- Minor essay
- Major essay

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

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
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- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
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- Write analytical and argumentative studies relating to important questions in Roman history.

Assessment tasks

- Minor essay
- Major essay
- End of session 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

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
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- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
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Assessment tasks

- Minor essay
- Major essay
- End of session 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

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
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- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
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- Write analytical and argumentative studies relating to important questions in Roman history.

Assessment tasks

- Minor essay
- Major essay

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

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.

- Demonstrate ability to interpret primary literary sources relating to Rome in the fifth and fourth centuries, studied in English translation.
- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
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Assessment tasks

- Minor essay
- Major essay
- End of session 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 outcomes

- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
- Write analytical and argumentative studies relating to important questions in Roman history.
- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Assessment tasks

- Minor essay
- Major essay
- End of session 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 outcomes

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.
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- Demonstrate ability to understand and interpret published archaeological data relating to Rome and Italy in the fifth and fourth centuries.
- Demonstrate critical understanding and evaluation of modern academic studies of early Roman history, in English.
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- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Assessment tasks

- Minor essay
- Major essay
- End of session examination

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 outcomes

- Demonstrate understanding and retention of information from primary sources relating to Rome in the fifth and fourth centuries BC.

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- Present written work to a high standard, with relevant footnoting and accurate bibliographies.

Assessment tasks

- Minor essay
- Major essay
- End of session examination