

School of Humanities and Languages

**ARTS 2282, Ancient Rome  
Session Two, 2014**

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**Jacques-Louis Davide, “Oath of the Horatii”**

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1. Course Staff and Contact Details			
<b>Course Convenor</b>			
Name	Geoffrey Nathan	Room	Morven Brown 363
Phone	58014	Email	<a href="mailto:g.nathan@unsw.edu.au">g.nathan@unsw.edu.au</a>
Consultation Time	Mondays 14:00-16:00		
<b>Lecturer</b>			
Name	As above	Room	
Phone		Email	
Consultation Time			
<b>Tutors</b>			
Name	As above	Room	
Phone		Email	
Consultation Time			
Name		Room	
Phone		Email	
Consultation Time			
Name		Room	
Phone		Email	
Consultation Time			

2. Course Details	
Units of Credit (UoC)	6
Course Description	This course is part of a series of courses on the ancient world. In this semester, we will turn our attention to the rise of Rome in the west and how it grew from a small city-state to possess a large and enduring Empire. In addition to exploring the political events of the state, we will be spending considerable time on the social and cultural life of Rome. The consideration of the relationship of different cultures to one another will be of central focus as well. In the end, we will hopefully have a better understanding how Rome helped to create a diverse, yet politically and culturally distinct society in the ancient world.
Course Aims	<ol style="list-style-type: none"> <li>1. Impart an understanding of Rome, approximately from 750 BCE - 476 CE</li> <li>2. Introduce students to the historiography of Ancient Rome.</li> <li>3. Improve students' ability to the conduct independent research.</li> <li>4. Develop critical reasoning skills, focussing on analysis of primary and secondary sources.</li> <li>5. Improve oral and written expression.</li> <li>6. Improve intermediate research skills.</li> <li>7. Prepare students for third year study, to create a deeper interest for ancient history and in history in general.</li> </ol>
Student Learning Outcomes	<ol style="list-style-type: none"> <li>1. Students who have successfully completed this course can expect to have a good introductory knowledge of ancient history. They will understand the outlines of Roman history,</li> </ol>

		society and culture, from its beginnings as a kingdom, as a Republic and finally as a transcontinental Empire.
	2.	Knowledge of European geography, focussing on the Mediterranean region.
	3.	Ability to locate and employ a range of online and print primary and secondary sources in the construction of an historical essay (e.g., reference works, ancient texts, monographs, journal articles).
	4.	Ability to analyse and critically assess primary and secondary sources (online and print).
	5.	Improved facility for written and oral argumentation, including the ability to produce clear, lucid, and concise historical writing that is argumentative and analytical, not merely descriptive or narrative.
	6.	Appreciate a range of current historiographical perspectives related to Rome, its Republic and Empire.
Graduate Attributes	1.	History: Demonstrate an understanding of at least one period or culture of the past.
	2.	History: Identify and interpret a wide variety of secondary and primary materials.
	3.	History: Examine historical issues by undertaking research according to the methodological and ethical conventions of the discipline.
	4.	History: Analyse historical evidence, scholarship and changing representations of the past.
	5.	History: Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form
	6.	History: Demonstrate an understanding of a variety of conceptual approaches to interpreting the past.
	7.	History: Show how history and historians shape the present and the future.

### 3. Learning and Teaching Rationale

Different courses at different levels require different approaches. This course will be centred on the standard two-hour lecture and one hour tutorial format.

The nature of the lectures is meant to deliver a number of complex concepts and broad information in an understandable way. By nature, it does not permit much interaction between student and instructor. The tutorial, however, allows students to have an opportunity to discuss in-depth the issues in lecture as well as other issues that might interest students. It is meant to be much more freeform and permit students to take a much more direct approach to what they learn.

### 4. Teaching Strategies

The two hour lecture will deliver most of the course content, combined with proscribed readings to give students a good overall knowledge of ancient Rome and the varying theories and approaches historians take to understand a historical period over 1000 years in length.

Tutorials will serve for students to analyse not only the broad aspects of Roman history, but also offer weekly topics, far more highly detailed and specific than the general survey of Roman history will allow.

### 5. Course Assessment

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
Tutorial Essay	1500 words	30%	1, 3-6	1, 3-6	Friday, week 4 or week 8
5 In-class Quizzes (5% each)	Short answer	25%	1-2, 5	1, 5-6	Random
Research Essay	2500 words	50%	1-6	1-7	Friday, Week 12

1. The cut off time for the assessment submission is 5 pm of the stated due date.
2. The research essay will be submitted electronically only via **Moodle**.
3. Essays will be marked electronically and grades posted online.

**NOTE:**

1. **All assessments must be attempted. Failure to attempt the essays, or three of the in-class quizzes results in a final failing mark (UF).**
2. **You must keep a receipt of your essays submitted to Moodle.**

**Tutorial Essay:** approximately 1,500 words (1650 max). There are two choices; students complete one (30% of total mark). They are to largely be based on the tutorial topics on weeks 3 and 8, and must be submitted by Friday at 5 pm, week 4 or 8 respectively. **To be submitted electronically via Moodle.**

**Research Essay:** This 2500 (2750 max) word paper must be submitted on Friday 25 October by 5 pm. **To be submitted electronically via Moodle.** Students wishing written comments on their research essays *must* indicate they wish them *in writing* on the submission itself. Otherwise, students will receive a mark only.

**Random Quizzes:** At random times during the course of the session, five in-class quizzes will be given during lecture (5% each). They will take a short answer form (25% of total mark).

## Formal Examination

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This class has no formal examination

## Grades

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All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

## Late Submission of Assignments

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Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter. Assessments over 10 days late may not be assessed.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

## 6. Attendance/Class Clash

### Attendance

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Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend fewer than 80% of their possible classes, they may fail the course (UF).

**Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.**

### Class Clash

Course clashes are not permitted in this class.

## 7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

## 8. Course Schedule

*To view course timetable, please visit:* <http://www.timetable.unsw.edu.au/>

Week Commencing:	Topic	Lecture Content	Tutorial Content	Readings
One	Introduction	The Origins of Rome and the Roman Kingdom	Not Tutorial	No readings
Two	Early Republic	Establishment of the Republic and early problems	Introduction to course	Scarre, 8-19 Mackay, 5-22
Three	Middle Republic	The First Punic War and its aftermath	Struggle of the Orders	Scarre, 20-21 Mackay, 23-55 Lewis and Reinhold, selections (on <b>Moodle</b> ) Polybius, <i>Histories</i> , book

				vi: <a href="http://thelatinlibrary.com/law/polybius.html">http://thelatinlibrary.com/law/polybius.html</a>
Four	Middle Republic	The Turning Point: the Second Punic War and its aftermath	Hannibal and the Second Punic War	Scarre, 24-25 Mackay, 59-75 B.D. Hoyos, "Hannibal: What Kind of Genius?" (on <b>Moodle</b> )
Five	Middle Republic	The Growth of Empire in the Mediterranean and its impact on Rome	The Gracchi brothers	Scarre, 26-27 Mackay, 76-114 Plutarch, selections (on <b>Moodle</b> )
Six	Late Republic	The Age of the Warlords and devolution of the Republic: from Marius to Caesar	Disintegration of the Republic	Scarre, 28-33 Mackay, 115-42 H.I. Flower "Rome's First Civil War and the Fragility of Roman Republic" (on <b>Moodle</b> )
Seven	Late Republic	Republican society and culture. The Second Triumvirate and the end?	Roman portraiture	Scarre, 34-37 Mackay, 143-169 R.R.R. Smith, "Greeks, Foreigners and Roman Portraits," <i>JRS</i> 71 (1981), 24-38 (on <b>Moodle</b> )
Eight	Early Empire	The Age of Augustus	Augustus' solutions	Scarre, 38-49 MacKay, 170-91 C. Meier, "C. Caesar Divi filius and the Formation of the Alternative in Rome," in K. Raaflaub and

				M. Toher, <i>Between Republic and Empire. Interpretations of Augustus and his Principate</i> (Berkeley 1990), 54-70 <b>(Moodle)</b>
Nine	Early Empire	The evolution of Rome and the Empire in the first century CE	Roman Family	Scarre, 50-59 Mackay, 192-222 S. Dixon, <i>The Roman Family</i> (Baltimore 1992), 36 – 60 <b>(Moodle)</b> Gardner and Wiedemann, <i>The Roman Household</i> (London 1991), selections <b>(Moodle)</b>
Ten	High Empire	“The Happiest of all ages.” The era of the adoptive emperors	Crime and punishment in the arena	Scarre, 78 –87 Mackay, 249 – 260 (223 – 248 recommended) K.C. Coleman, “Fatal Charades: Roman Executions staged as mythological enactments,” <i>JRS</i> 80 (1990), 44-73 <b>(Moodle)</b>
Eleven	Transitioning Empire	The age of the military: crisis and reform in the third century CE	The Mithras mystery cult and women	Scarre, 88-113 Mackay, 266-282 M. Beard <i>et al.</i> , “The



				Mysteries of Mithras," in <i>Religions of Rome</i> vol. 2 (Cambridge 1998), 305-319 ( <b>Moodle</b> ) J. David, "The Exclusion of Women in the Mithraic Mysteries: Ancient or Modern?" <i>Numen</i> 47:2 (2000), 121-141 ( <b>Moodle</b> )
Twelve	Late Empire	The Dominate and Late Antiquity	Constantine and Christianity	Scarre, 114 – 118, 122 –123, 126 – 127 Mackay, 283 – 315 H. Drake, "The Impact of Constantine on Christianity," in N. Lenski, <i>The Cambridge Companion to the Age of Constantine</i> (2006), 111-136 ( <b>Moodle</b> )
Thirteen	The End?	No Lecture	The End?	No readings

## 9. Course Resources

### Textbook Details

All required course readings are available through the UNSW Bookstore

- Christopher Scarre, *The Penguin Historical Atlas of Ancient Rome* (Penguin 1995)
- Chris MacKay, *Ancient Rome. A Military and Political History* (Cambridge 2004)

Some supplementary class materials will be available on **Moodle**

### Synoptic/Reference Resources

Loeb Classical Series (1889 -): the complete canon of Greek and Roman authors containing the original language on one page and English translations on the facing page (UNSW has the complete collection)

Andrea Giardina, *The Romans*, trans. Lydia Cochrane, Chicago (1993)

Simon Hornblower and Antony Spawforth, *The Oxford Classical Dictionary*, 3<sup>rd</sup> ed., Oxford (1996).

Peter Jones and Keith C. Sidwel, *The World of Rome: An Introduction to Roman Culture*, Cambridge (1997)

A. Momigliano, gen. ed., *The Cambridge Ancient History*, 3<sup>rd</sup> ed. (1989 – 2005), vols. vii, pt. 2 – xiv (now available online through UNSW Library).

Richard J.A. Talbert, *Barrington Atlas of the Greek and Roman Worlds*, Princeton (2000).

Richard J.A. Talbert, *Barrington Atlas of the Greek and Roman Worlds*, Princeton (2000): the first and most complete atlas of the ancient world in over a century.

G. Woolf, ed., *The Cambridge Illustrated History of the Roman World*, Cambridge (2003): excellent visual guide to the ancient world with very good commentary.

### Websites

Bryn Mawr Classical Review: <http://ccat.sas.upenn.edu/bmcr>

Centre for Roman Studies: [www.rdg.ac.uk/Roman/Studies/gate.html](http://www.rdg.ac.uk/Roman/Studies/gate.html)

*De Imperatoribus Romanis* (DIR): [www.roman-emperors.org](http://www.roman-emperors.org)

□□□□□□ (Diotima): Materials for the Study of Women and Gender in the Ancient World: [www.stoa.org/diotima](http://www.stoa.org/diotima)

Internet Ancient History Sourcebook:

<http://www.fordham.edu/halsall/ancient/asbook.html>

Internet Medieval Sourcebook: [www.fordham.edu/halsall/sbook.html](http://www.fordham.edu/halsall/sbook.html)

JSTOR, Electronic Classical Resources (through UNSW Library)

*L'Année Philologique*: (through UNSW Library)

Perseus Digital Library; [www.perseus.tufts.edu](http://www.perseus.tufts.edu)

UNSW History Guide: <http://subjectguides.library.unsw.edu.au/history>

### (Classical Organisations)

Australasian Society for Classical Studies (ASCS): <http://www.ascs.org.au>

Australasian Association for Byzantine Studies (AABS): <http://www.aabs.org.au>

American Philological Association (APA): [www.apaclassics.org](http://www.apaclassics.org)

## 10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

## 11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

## 12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

## 13. Other Information

### myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

### OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

### Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

### Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.