

HIST 4432 W: The Roman Republic, Spring 2018

Instructor: Dr. Nadejda Williams
Class Delivery Method: 100% online
Office Location: TLC 3239
On-campus Office Hours: T 4:00-5:30 pm
and by appointment

Telephone (cell): 678-554-7765
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Online Office Hours: MWF 11:00am-
2:00pm
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Support for courses

*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

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COURSE INFORMATION

Course Description

From the expulsion of the kings ca. 510 BC to the death of Julius Caesar in 44 BC, Rome's government was a Republic. In that period, Rome transformed from a small village on the Tiber to an empire spanning much of the Ancient Mediterranean, and reaching as far west as Britain. How and why did Rome achieve it? And how, if at all, did the Republican system of government contribute to Rome's incredible military success? Also, how did the constitution of the Roman Republic change over time, to accommodate the growing state? Finally, why did the Roman Republic fall?

Modern historians' ability to answer these questions is complicated by the scarcity of primary sources, as well as the quality of said sources: the most prolific historian of the Roman Republic, Livy, composed his monumental *Ab Urbe Condita*, a history of Rome since the city's foundation, towards the end of the first century BC – nearly half a millennium after the establishment of the Republic! In this class, you will have the opportunity to study the available primary sources for yourself, as we consider in detail the key developments in the political, military, social, and cultural history of the Roman Republic.

This course has been designated as Writing-Intensive. Thus in addition to reading primary sources and learning about the major historical events and developments in the Roman Republic, students will hone their skills in thinking and writing historically about the questions presented above through the completion of a variety of short research and writing assignments, and one longer final essay or project.

REQUIRED TEXTS (Available on Amazon and in UWG Bookstore)

Author	Title	ISBN Number	HB or PB	Publisher
Mary Beard	<i>SPQR: A History of Ancient Rome</i>	978-1631492228	PB	Liveright
Livy	<i>Livy: The Early History of Rome, Books I-V</i>	978-0140448092	PB	Penguin Classics
Richard Miles	<i>Carthage Must be Destroyed: The Rise and Fall of an Ancient Civilization</i>	978-0143121299	PB	Penguin Books
Plutarch	<i>Fall of the Roman Republic</i>	978-0140449341	PB	Penguin Classics
Anthony Everitt	<i>Cicero: The Life and Times of Rome's Greatest Politician</i>	978-0375758959	PB	Random House
Quintus Cicero	<i>How to Win an Election: An Ancient Guide for Modern Politicians</i>	978-0691154084	HB	Princeton University Press

Additional readings are posted on CourseDen.

Course Objectives and Learning Outcomes

Upon successful completion of this course, you will have acquired the ability to do the following:

1. Demonstrate a thorough knowledge of key developments in the history of the Roman Republic from the 8th to the 1st centuries BC (Learning Outcome to be demonstrated via the weekly discussion assignments, the Roman politics game, and the final essay)
2. Analyze primary and secondary sources for their historical content and interpretations (to be demonstrated via the weekly discussion assignments and two primary source papers)
3. Demonstrate ability to research according to historical methods (to be demonstrated via the book review paper and the research bibliography assignment)
4. Demonstrate writing skills that reflect persuasive historical arguments based on evidence and proper citation (to be demonstrated in every single written assignment in the class!)

Assignments and Grading Criteria

Assignment name	Description	Due Date	Weight
Weekly Online Discussions	<p>Since this is an online upper-level course, class discussions are key to ensuring that we all learn through discussing crucial aspects of that reading together. I will post several questions each week that I would like us to discuss as a group. You will always have the option, in addition, of posting your own question that you would like to bring up to the rest of the group, and proposing your opinion about it. In grading the discussions, I will look both at the quality of your own main post for the week, and the quality and quantity of your responses to your classmates. For more details, please see below. <u>You will be able to drop your TWO lowest discussion grades at the end of the semester.</u></p>	<p>Initial post each week is due by Monday at midnight, and follow-up posts are due by midnight on Thursday. The exception to this rule is the week of MLK Jr. Day, which falls on 01/15. That week, your initial post is due on Tuesday, 01/16.</p>	30%
Participation in the Roman Politics Game	<p>In order to acquire a better understanding of how Roman politics worked, the entire class will participate in a game in the last 6 weeks of class. The game will follow the rules of Roman elections as closely as possible, and each student will be assigned the role of a historical character from the late Republic.</p>	<p>For the duration of the game, it is your responsibility to keep up with the class Facebook page, in order to use your character's special powers, and participate in elections. The goal? To win more consulships than anyone else!</p> <p><i>The winner of the Game will be declared Dictator Perpetuo – meaning, he/she will receive an automatic 100 for the Final Essay/Project, and will be exempt from completing that assignment.</i></p>	10%

Assignment name	Description	Due Date	Weight
Book Review Paper	Each student will write a 3-5 page book review of Everitt's biography of Cicero. Please note that a good book review briefly summarizes the overall argument of a book, but focuses mainly on evaluating the strengths and weaknesses of the book's argument.	April 9 th	10%
Primary Source Analysis Papers	Each student will write two primary source analysis papers, 3-5 pages each, on Livy, books I-V, and on Quintus Cicero's guide to electioneering. The responses do NOT require any additional research outside of class, but expect you to consider in detail some aspect or theme of your choice that the primary source covers.	Jan. 29 th and March 12 th	20%
Research Bibliography Assignment	<p>Each student will compile a research bibliography of at least 15 items on a topic of his/her choice. Under each item on the bibliography, you would write one sentence explaining why you included that item in your bibliography.</p> <p>This assignment will allow students to become more familiar with research methods and tools available to ancient historians.</p>	April 23 rd	10%
Final Exam Essay OR Final Research Paper	Each student will write an 8-10 page final exam essay on a question that would require bringing together materials from the entire course. Students who would prefer to carry out a final research project or research paper on the topic for which they had created a research bibliography may do so in place of the final essay, but must get	April 30 th (if you choose to write a final exam essay) OR May 7 th (if you choose to write a research paper on the subject of your research bibliography)	20%

Assignment name	Description	Due Date	Weight
	approval from the instructor.		

Grading turnaround time: Barring any outstanding circumstances or emergencies, I will grade all assignments within one week of the time when you submit them.

Grading Information and Policy

Your semester grade will be awarded in accordance with the following grading scale, keeping in mind that UWG does not recognize +/- grades.

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
< 60%	F

Please note that the way the class is set up, it is virtually impossible to fail if you turn in all of the assignments.

Rubric for Papers

The papers in this course will be graded in accordance with the following rubric, and awarded a total score out of 100:

	0-12	13-15	16-18	19-20
Quality of thesis statement	Unclear or absent	Weak	Very good	Excellent
Organization and clarity of argument	Unclear or absent	Weak	Very good	Excellent
Use of sources/quality of examples	Unclear or absent	Weak	Very good	Excellent
Analysis of examples	Unclear or absent	Weak	Very good	Excellent
Ability to write in standard English	Unclear or absent	Weak	Very good	Excellent

Grading expectations for Weekly Discussions:

In grading the weekly discussions, I will consider the following:

- Quality of your own response to the week's material – I will look for a clear argument in response to the week's question; specific examples from the readings to back up your points, sufficient development of the overall argument. The biggest sin at this level of study is vagueness – meaning, students often say something brief and stop there, instead of elaborating in detail and providing examples. Your own response accounts for 75% of the points for the weekly discussions.
- The quantity and quality of your comments for your classmates – For each weekly discussion, you will have to respond to at least two classmates, and part of your discussion grade is both the quantity and the quality of your responses. If you are writing less than a short paragraph in your response, you are probably not writing enough. Your responses should be substantive – meaning, they should advance the discussion, rather than just briefly agreeing or disagreeing with the original poster. Your responses count for 25% of the points for the weekly discussions. *Do not neglect the responses – if you write a perfect main post, but do not write response posts, the highest grade you can receive for that discussion is 75!*

Communication Rules

Class Communication:

Email is the fastest way to reach me, if you have a question or a concern. Unless I am in a work meeting or sleeping or dealing with a toddler tantrum, I will respond to your email very quickly – possibly within the hour. Please feel free to email me any questions or concerns at any time either at the regular UWG email or CourseDen email.

A note on email etiquette: I will always be courteous and professional in my correspondence with you, and expect the same of you. This means, you should address me as “Professor” or “Dr.” in your emails, as well as in person. “Mr.” or “Ms.” are not considered to be polite forms of address for your college professors.

Netiquette (or Online Etiquette):

As students in an upper-level history course, you are all professional academics in training, and that is how I will treat you in this course. This is also how I would like you to think of each other during your interactions in this course. I am sure that we will all disagree at various points about topics of discussion (and professional academics disagree quite frequently in their interpretation of evidence), but my goal is to make sure that all voices in this class are heard and respected. You do not have to agree with each other, but you do have to hear each other out, and be able to defend your own argument with the help of evidence, whenever disagreeing. On a related note, you do not have to agree with everything that I say, but again, I would like you to be able to ground your argument in evidence from the primary sources. If at any point you feel like you are not being respected, please do let me know! It is important for the success of the entire class that all of you will feel respected and included in the discussions.

Expected Response times:

Students can expect me to be in the online discussion at least three days during the workweek, and I will check in once during the weekend. Online discussions will be graded within 3 days of the due date and will contain feedback on what you did well and what you can do to improve. Other assignments will be graded within 7 days of the due date.

Class Schedule: Topics, Readings, and Written Assignments

Date week begins	Topics and Questions	Readings and Other Assignments Due
01/06	<p><i>Introduction to the Study of Ancient History: Methods and Sources</i></p> <ul style="list-style-type: none"> • How do we know what we know? • What do the early sources show about Roman character? What did it mean to be Roman? 	<p>Watch Mary Beard's Ultimate Rome: Empire Without Limit, Episode I</p> <p><i>Discussion I</i></p>
01/16	<p><i>Myth and History: approaches to early Rome</i></p> <ul style="list-style-type: none"> • What did the Romans themselves think about their early history? What did they value or condemn? • What role did the gods play in the Romans' story about their past? 	<p>Beard, Chapters 1-3</p> <p>Livy, Book I</p> <p>You may find this handy list of events in Livy, books I-V helpful.</p> <p><i>Discussion II</i></p>
01/22	<p><i>From Monarchy to Republic: Testing the New Political System</i></p> <ul style="list-style-type: none"> • What was the structure of the new political system? • What were the causes of the Struggle of the Order, and how was the Struggle resolved? 	<p>Beard, Chapter 4</p> <p>Livy, Books II-III</p> <p><i>The Twelve Tables</i> (on CourseDen)</p> <p><i>Discussion III</i></p>
01/29	<p><i>Early Roman Expansion</i></p> <ul style="list-style-type: none"> • Why did the Romans start going to war, and why did they keep on winning? 	<p>Livy, Books IV-V</p> <p><i>Analysis Paper I due Thursday by midnight (no discussion this week!)</i></p>
02/05	<p><i>A Rival Power: Carthage before the Punic Wars</i></p> <ul style="list-style-type: none"> • What was so special about Carthage? How does its early history compare/contrast with Rome? 	<p>Miles, chapters 1-5</p> <p><i>Discussion IV</i></p>
02/12	<p><i>The First Punic War, and the Beginning of</i></p>	<p>Miles, chapters 6-11</p>

Date week begins	Topics and Questions	Readings and Other Assignments Due
	<p><i>the War with Hannibal</i></p> <ul style="list-style-type: none"> • What were the causes of the First Punic War? Why did Rome win? And why did Carthage lose? • What were the causes of the Second Punic War? 	<p><i>Discussion V</i></p>
02/19	<p><i>The Defeat of Carthage</i></p> <ul style="list-style-type: none"> • In what ways did a century+ of wars with Carthage change the Roman Republic? • In what ways did winning the wars change the Roman Republic? 	<p>Miles, chapters 12-15</p> <p>Beard, chapter 5</p> <p><i>Discussion VI</i></p>
02/26	<p><i>Roman Society and Culture in the 2nd century BC</i></p> <ul style="list-style-type: none"> • What was the general structure of Roman society in the Middle Republic? • Whose voices are missing from such primary sources as Livy? 	<p><i>S.C. de Bacchanalibus</i> (on CourseDen)</p> <p>Plautus, <i>The Braggart Soldier</i> (on CourseDen)</p> <p>Watch <i>A Funny Thing Happened on the Way to the Forum</i> (movie available to rent on Amazon; a class viewing will also be arranged on campus, if there is sufficient interest)</p> <p><i>Discussion VII</i></p>
03/05	<p><i>From the Gracchi to Marius and Sulla: the beginning of the end!</i></p> <ul style="list-style-type: none"> • What were the proposed reforms of the Gracchi, and why were they so controversial? • What does the career of Marius and the civil war of Marius and Sulla show about the changing nature of the Roman Republic? • What were the new political factions of Populares and Optimates all about? 	<p>Beard, chapter 6</p> <p>Plutarch, <i>Marius and Sulla</i></p> <p>Character assignments will be drawn this week for the Roman Politics game – this is your cue to research your character!</p> <p><i>Discussion VIII</i></p>
03/12	<p><i>Electoral Politics in the Late Republic: Advice from the Trenches</i></p> <ul style="list-style-type: none"> • What picture of Roman electoral politics do we get from Quintus Cicero's pamphlet? 	<p><i>Quintus Cicero: How to Win an Election</i></p> <p><i>Analysis Paper II due Thursday by midnight (no discussion this week!)</i></p> <p>Election I</p>
03/19	<p>Spring Break! Enjoy your week off!</p>	<p>Read ahead, if possible!</p>

Date week begins	Topics and Questions	Readings and Other Assignments Due
03/26	<p><i>Understanding the Late Republic through its Political Leaders: Part I</i></p> <ul style="list-style-type: none"> • What kind of man and politician was Crassus? • What kind of man and politician was Pompey? • What impact did each of them have on contemporary political culture, and especially on Optimates politics? 	<p>Plutarch, <i>Crassus and Pompey</i></p> <p>Beard, chapters 1 and 7</p> <p>Discussion IX</p> <p>Election II</p>
04/02	<p><i>Understanding the Late Republic through its Political Leaders: Part II</i></p> <ul style="list-style-type: none"> • What are the advantages and disadvantages of studying a period through biographies of “great men”? • Re-evaluating the role of the Senate in Roman politics 	<p>Plutarch, <i>Cicero</i></p> <p>Everitt, <i>Cicero</i>, chapters 1-5</p> <p>Discussion X</p> <p>Election III</p>
04/09	<p><i>The Career of Cicero in the Context of the Late Republic: a closer examination</i></p> <ul style="list-style-type: none"> • How can historians reconstruct the life of an ancient Roman? What makes a good historical biography? 	<p>Finish reading Everitt, <i>Cicero</i></p> <p><i>Book Review on Everitt due by Thursday at midnight (no discussion this week!)</i></p> <p>Election IV</p>
04/16	<p><i>The Civil War of Caesar and Pompey</i></p> <ul style="list-style-type: none"> • Why did Caesar and Pompey go to war, and why did the rest of the Senate go along with them? • What does this civil war show us about the state of the Republic in mid-1st century BC? 	<p>Plutarch, <i>Caesar</i></p> <p><i>Discussion XI</i></p> <p><i>Research topic due for approval by Thursday at midnight</i></p> <p>Election V</p>
04/23	<p><i>Conclusions: why did the Republic fall?</i></p> <ul style="list-style-type: none"> • Questions of continuity vs. change: in what ways was the Late Republic different from the Early Republic? How can we tell? • Why did the American Founding Fathers so love the Roman Republic? 	<p>Beard, chapter 9</p> <p><i>Discussion XII</i></p> <p><i>Research bibliography due by Thursday at midnight</i></p> <p>Election VI</p>
04/30	It's a wrap, folks!	Final essay due by midnight if you are doing the essay. If you elect to write a research paper, you will have until 05/07.

****Note:** All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen.

Late submissions policy: Out of fairness for your classmates, late assignments (discussions and papers) can only be accepted if you have a documented work, medical, or family emergency.

Expectations of Students

Course Structure:

this course is taught 100% online via CourseDen. You must make sure that you have regular access to the Internet and CourseDen to be able to keep up with the course. You will have something due every single week of the semester, and all of your deadlines fall at midnight on the same days. In the case of discussions, all discussion assignments are due on Monday (initial post) and Thursday (responses). All papers and the research bibliography are due on a Saturday. Separate deadlines apply for the Game and the final project, so please check the syllabus schedule.

Course and UWG Policies

Attendance Policy: In order to distribute Title IV funding (federal student aid), UWG requires student attendance verification in all classes. For this online class, students are required to post in the online discussion during week 1, to be considered as attending class. Students who do not submit any assignments during week 1 may be dropped from the class for non-attendance. Beyond the first week, regularly logging on to the class in CourseDen and pacing yourself to complete assignments on time is essential for your success.

Academic Dishonesty:

Academic dishonesty on any assignment in this course will result in an F for the course, and the referral of the student to the appropriate university committee. Academic dishonesty can take many shapes. Please avoid inadvertent plagiarism by ALWAYS citing any sources that you use when writing papers or essays. For further information, see <http://www.westga.edu/~handbook/index.php?page=honorcode>

Americans with Disabilities Act Statement: If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Disability](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

I strongly recommend that students make an electronic copy of everything submitted to me via the Dropbox.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support and Services for Students (Not all of these services are relevant for this particular class, but they may be resources for some of your classes this semester)

CourseDen D2L Home Page https://westga.view.usg.edu/	Student Services http://uwgonline.westga.edu/online-student-guide.php
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24/7/365 D2L Help Center Call 1-855-772-0423 or search: https://d2lhelp.view.usg.edu/	Distance Learning Library Services http://libguides.westga.edu/content.php?pid=194430
University Bookstore http://www.bookstore.westga.edu/	Ingram Library Services http://www.westga.edu/library/
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Center for Disability https://www.westga.edu/student-services/counseling/accessibility-services.php	UWG Accessibility Statements for Technology https://docs.google.com/document/d/16Ri1XgaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f