

COLLEGE OF THE HUMANITIES  
GREEK & ROMAN STUDIES PROGRAM

CLCV/HIST 2904A

## THE ROMAN REPUBLIC

Professor: Greg Fisher

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Lectures: WF 0835-1125, Loeb A720 -- 0.5 credits, May 4 – June 16

Overview

This course will examine the history of Rome from its foundation in 753 BC, to its transformation into an Empire by AD 14. We will look at the idealism of the Republican political structure – an idealism borrowed in 1776 to create the American Constitution – and we will trace Rome’s transition from an insular polity concerned with local affairs to its undisputed mastery of the Mediterranean. The course will focus on key events in Republican history which came to define Rome’s militaristic, aggressive identity, such as the Second Punic War. We will also look to more recent events as we discuss the role of corporate greed, failures in political morality, debt, and economic issues in triggering the collapse of the Republic and the emergence of a dictatorial monarchy – the Empire. The continuation of this course is CLCV HIST 2905A, The Roman Empire, which will be offered in the Winter of 2016.

Main problems, questions and themes

*These are some of the questions and problems we will consider throughout this course. Keep them in mind for your tests and essays.*

**Rome.** What did it mean to be Roman at various points in history? How did the Rome of 500AD differ from the Rome of 100BC? In what ways was the late Republic different to the early Republic? How did this affect peoples’ perceptions of themselves as “Romans”? What is the legacy – cultural, political, legal, etc. – of Rome to the world today?

**Historians and historiography.** This course places a certain amount of emphasis on the writing of history. How do we evaluate the testimonies, histories and accounts of the Roman Republic? What are some of the main problems? How have pictures of Rome been skewed by other concerns, in both modern and ancient historiography?

**Identity in a Roman world.** How Roman did the Mediterranean world become? What kind of impact did the spread of Roman culture, institutions, have? Was it significant, or only skin-deep?

**The unity of the Roman world.** Did Roman conquest bring any unity to the Mediterranean basin?

### Course objectives

1. To cover as many of the key events and themes in Roman Republican history as is practical in a single term. By the end of the term, you should have a good understanding of how and why Rome developed from a small village to a world Empire, and the internal and external pressures and forces which affected this development. You should also have a good perspective on how Rome fits into the more general schemes of world history.
2. To develop the tools of historical analysis, particularly balanced, critical thinking, as they concern the study of ancient history.
3. To apply these skills in class discussion and written analyses.
4. To encourage the student to use his or her reading of the ancient evidence to develop and argue a particular point of view with confidence.

### Readings

#### Primary (Ancient) Sources

Online; see CU Learn.

We will discuss additional primary sources in class.

#### Secondary Sources – from Amazon, or other retailer (widely available)

B. Campbell. *The Romans and their World* (Yale).

Note that this book is recommended, but not required. Class lectures provide you with the information needed for tests.

**\*\*Weekly readings will be posted on CULearn by the first week of term.\*\***

### Course Calendar

Here is a list of the topics we will be covering, by month.

May: Early Rome, 753-264: Rome and the Italians, consolidation of power in Italy, the Conflict of the Orders, and first encounters with foreign powers.

The Republic, 264-31: The wars with Carthage, and the beginning of Roman overseas domination. During this section we will read Livy on the wars against the Carthaginians, to try and understand how the society, politics and world-view of Rome was changing and developing. From a historiographical standpoint, we will look at why Livy wrote the way he did, and assess his value as a historical source. Understanding the fallout from the Punic Wars lays the foundation for analyzing the Late Republic and Early Empire.

June: The Fall of the Republic, and the rise of the Empire: Roman expansion east, and the difficulties at home which this brought. This section deals with Caesar, Antony, Crassus, Octavian, etc. We will end the term with a consideration of the reign of Augustus.

### Course Evaluation/Important Dates

Note on plagiarism. I draw your attention to the University's regulations and guidelines on plagiarism, which can be found on the last page of this course outline.

#### Dates:

<b>June 2:</b>	take-home test due	40%
<b>June 25:</b>	take-home final due	60%

The development of research, writing and critical thinking and analytical skills constitutes a key component of this course. To develop these skills, all evaluation in this course is via written work. Marks will be given for clearly-written, concise answers which address the question in a balanced, analytical and thoughtful way, and support your arguments in a convincing fashion. I expect correct spelling and use of grammar!

The take-home test will be a short, essay exam based on material covered in readings and in class. The take-home final will follow the same format. The short assignment will be a mini-research paper covering an aspect of Roman history, and will be discussed in more detail in September. Please note that all work is to be submitted through CU Learn by 11.59 EST on the due date. Please do not hand in hard copies. **Note the policies about plagiarism and late papers, below.**

The final exam is due at the end of the Early Summer exam period, **June 25**. This is an essay exam, **and the questions will be uploaded to CU Learn on the final day of teaching, June 16, as per University policy**. You may use any sources you wish (i.e., this is an open-book exam) but I do not expect you to go beyond your assigned readings and class notes. Please note: all written work provided as part of the take-home exam must be the work of the individual writing the exam. Group work is not acceptable. Citations should be used where appropriate, following the formats you have used for your term papers; if you are referencing from class notes, it is acceptable to cite as "class notes, date."

Participation. There is no grade for participation, but I expect you all to become involved in class discussions, size of the class permitting. Also, if anything is unclear, or you have a question, don't hesitate to ask.

Please make sure you keep up with the readings and attend class regularly. Both are vital for success in this course.

Office hours. My office hours are posted at the top of this outline, or by appointment. Please e-mail me or talk to me after class to arrange a suitable time if you are not free during the posted office hours.

Class time. I would ask all of you to give your full attention in class. If you have to make a phone call, send a text, etc., please leave the class and return when you are finished. This is to avoid distracting your teacher and the students around you.

*Note: standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.*

#### Other Notes

1. Please see the final page, “Regulations common to all Humanities courses”, for information on plagiarism, requests for academic accommodation, etc.
2. If you cannot complete an assignment due to illness or other unforeseen circumstances, it is your responsibility to inform me so that alternative arrangements can be made. Documentary evidence of your reason for missing an assignment must be provided.
3. It is your responsibility to come to class prepared. This includes doing the readings.
4. LATE PAPERS WILL NOT BE ACCEPTED. There are NO exceptions, unless you have a compelling reason why you cannot submit your paper on time (illness, emergency etc.), in which case it is YOUR responsibility to inform me so alternative arrangements can be made.

## REGULATIONS COMMON TO ALL HUMANITIES COURSES

### COPIES OF WRITTEN WORK SUBMITTED

Always retain for yourself a copy of all essays, term papers, written assignments or take-home tests submitted in your courses.

### PLAGIARISM

The University Senate defines plagiarism as “*presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “*substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.*”

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of “F” for the course

### GRADING SYSTEM

Letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100 (12)	B = 73-76 (8)	C - = 60-62 (4)
A = 85-89 (11)	B- = 70-72 (7)	D+ = 57-59 (3)
A- = 80-84 (10)	C+ = 67-69 (6)	D = 53-56 (2)
B+ = 77-79 (9)	C = 63-66 (5)	D - = 50-52 (1)

F	Failure. Assigned 0.0 grade points
ABS	Absent from final examination, equivalent to F
DEF	Official deferral (see "Petitions to Defer")
FND	Failure with no deferred exam allowed -- assigned only when the student has failed the course on the basis of inadequate term work as specified in the course outline.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean.

### DATES AND DEADLINES

**Last day to withdraw (financial): with a full fee adjustment**

Early Summer: May 22. Full Summer May 22.

Late Summer: July 23.

**Last Day to withdraw (Academic):**

Early Summer June 16. Full/Late Summer: August 14.

### ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term.

<http://carleton.ca/equity/accommodation/academic/>

For an accommodation request the processes are as follows:

**Pregnancy obligation:** contact the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist

**Religious obligation:** contact the instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the [PMC website](#) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

### PETITIONS TO DEFER

If you miss a final examination and/or fail to submit a **FINAL** assignment by the due date because of circumstances beyond your control, you may apply a deferral of examination/assignment. If you are applying for a deferral due to illness you will be required to see a physician in order to confirm illness and obtain a medical certificate dated no later than one working day after the examination or assignment deadline. This supporting documentation must specify the date of onset of the illness, the degree of incapacitation, and the expected date of recovery.

If you are applying for a deferral for reasons other than personal illness, please contact the Registrar’s Office directly for information on other forms of documentation that we accept.

Deferrals of assignments must be supported by confirmation of the assignment due date, for example a copy of the course outline specifying the due date and any documented extensions from the course instructor.

Deferral applications for examination or assignments must be submitted within **5 working days** of the original final exam.

### ADDRESSES: (Area Code 613)

College of the Humanities 520-2809	300 Paterson
Greek and Roman Studies Office 520-2809	300 Paterson
Religion Office 520-2100	2A39 Paterson
Registrar's Office 520-3500	300 Tory
Student Academic Success Centre 520-7850	302 Tory
Paul Menton Centre 520-6608/TTY 520-3937	501 Uni-Centre
Writing Tutorial Service 520-2600 Ext. 1125	4 <sup>th</sup> Floor Library
Learning Support Service 520-2600 Ext 1125	4 <sup>th</sup> Floor Library