MODULE SYLLABUS

From Village to Empire: An Introduction to the History of Rome

CLAH4006

Module Code: CLAH4006
Credit points: 20
Pre-requisites/restrictions: None
Taught: Semesters 1 and 2
Lecturer: Matthew Cobb and James Richardson

GENERAL INFORMATION

The purpose of this module is to provide an introduction to the history of the Romans. The module will briefly touch upon the foundation of the city and the rule of the kings, before moving on to the establishment of the Republican constitution; Rome's rise to hegemony in the Mediterranean world will then be covered; the subsequent break-down of the Roman state and the ensuing period of civil war will be discussed, as will the establishment of the principate and the rule of the emperors; the course will then consider the life and times of the emperors of Rome, from the Julio-Claudian dynasty to the Severan. Important social issues, such as the conflict of the orders in the early Republic and the need for social and political reform in the late, the political and institutional reforms of the emperors, as well as the dynastic struggles of the principate will also be considered.

AIM(S)

- to introduce students to the history of the Roman world, from the foundation of the city, to the rise to hegemony in the Mediterranean world, and finally to the rule of the emperors;
- to introduce students to the essential evidence for the history of the Romans, and to some of the principal areas of modern scholarly debate.

LEARNING OUTCOMES

By the end of this module all students should be able to:

- demonstrate an elementary knowledge of the key events, themes and developments of Roman history;
- demonstrate some familiarity with the most important of the ancient evidence for Rome;
- demonstrate an awareness of the problems and difficulties associated with the study of Roman history, and the ways in which modern scholarship has tried to address these;
- present written work in a manner appropriate for a relevant/professional audience.

OFFICE HOURS/HOW TO CONTACT US

Please feel free to come and see either one of us if you would like to discuss any problems you may have concerning this module. Do try, if at all possible, to come during one of our office hours. James Richardson's office hours are Mondays 2.15-3.05, Wednesdays 12.15-1.05, and Thursdays 10.15-11.05; Matthew Cobb's office hours for the second semester are Monday 3-5pm and Wednesday 12:15-1:15pm. If you come to see us at another time and we are not in because of teaching or other commitments, please email us (j.richardson@tsd.ac.uk and m.cobb@tsd.ac.uk). You can also ask questions (not confidential) in the discussion board available in the Moodle space for this course.

STRUCTURE AND ORGANISATION

This 20-credit module has 40 contact hours, inclusive of 4 seminars and 2 revision classes in the first semester, and four workshops (including an exam revision session) in the second semester. Attendance is compulsory for ALL lectures, workshops and seminars. If you cannot make a class because of illness or other good reason, you need to inform the relevant lecturer (j.richardson@tsd.ac.uk or m.cobb@tsd.ac.uk) and your personal tutor about this.

Lectures, workshops, and seminars take place **(in the first and second semester)** on Mondays at 1.15-2.05 and on Tuesdays at 5.15-6.05. All classes take place in the Tucker Theatre. .

Course Outline:

Number	Title	Content
1	Lecture (JHR)	Module syllabus and assessment
2	Lecture (JHR)	Introduction to Rome
3	Lecture (JHR)	Introduction to the Roman Republic
4	Lecture (JHR)	The conflict of the orders
5	Seminar (JHR)	Sources for early Roman history
6	Workshop (JHR)	Analysing evidence 1: sources and how to cite them
7	Lecture (JHR)	The conquest of Italy
8	Lecture (JHR)	War with Carthage
9	Lecture (JHR)	Rome in the Hellenistic World 1
10	Lecture (JHR)	Rome in the Hellenistic World 2
11	Workshop (JHR)	Analysing evidence 2: gobbets and the importance of close reading
12	Lecture (JHR)	Rome in the West
13	Seminar (JHR)	Sources for later Roman history
14	Workshop (JHR)	Analysing evidence 3: numismatic evidence
15	Lecture (JHR)	The Gracchi
16	Lecture (JHR)	Marius and Sulla
17	Lecture (JHR)	Pompey the Great
18	Lecture (JHR)	Julius Caesar
19	Workshop (JHR)	Essay writing
20	Workshop (JHR) (date TBC)	Essay feedback
21	Lecture (MC)	The Second Triumvirate
22	Lecture (MC)	Augustus and the establishment of the Principate
23	Lecture/Workshop (MC)	Augustus and Cultural Propaganda
24	Lecture (MC)	Tiberius
25	Lecture (MC)	Gaius and Claudius
26	Lecture (MC)	Nero and the “Year of the Four Emperors”
27	Lecture (MC)	Vespasian and Titus
28	Lecture/Workshop (MC)	Domitian
29	Lecture (MC)	Nerva and Trajan
30	Lecture (MC)	Hadrian
31	Lecture (MC)	Antoninus Pius
32	Lecture (MC)	Marcus Aurelius
33	Lecture (MC)	Commodus
34	Lecture (MC)	Septimius Severus to Macrinus

35	Lecture (MC)	Elagabalus and Severus Alexander
36	Lecture/Workshop (MC)	"The Third Century Crisis"
37	Lecture (MC)	The Tetrarchy
38	Lecture (MC)	Constantine and Christianity
39	Lecture (MC)	Byzantium and the Fall of the Western Roman Empire
40	Lecture/Workshop (MC)	Exam revision

ASSESSMENT
Course Work: One 1,500 word exercise (50%)
Examination: One one-hour exam (50%)

Course work
To be submitted by Tuesday the 29th of January (29/01/2013) by 3 pm and returned by Tuesday the 26th of February (26/02/2013).

You should choose ONE of the following essay titles and write an essay of 1,500 words (worth 50% of your final mark).

EITHER
1] How did the Romans succeed in conquering and holding Italy?

OR
2] Discuss the Romans' military and diplomatic operations against Philip V of Macedon during the Second Macedonian War (200-196 BC).

OR
3] What issues did Tiberius Gracchus seek to address during his tribunate of 133?

OR
4] How did C. Marius establish a name for himself at Rome?

<u>General assessment information: coursework</u>
Coursework submission for this module will be through Moodle. Please follow the instructions on the module's Moodle page for how to submit your work. The deadline for submission will be at 3 pm on the day given above. You will also need to retain a second electronic copy of your work to be submitted, if deemed appropriate, to the module convenor.

Word count
Please be aware that if you go significantly over or under the word limit (i.e. more than 10%), you may be penalised.

REMEMBER that the word count includes everything apart from the bibliography, titles or captions. You must provide the word count clearly on the cover sheet.

Welsh First language
If your first language is Welsh and you would like to submit any assessed coursework in Welsh, please see the School Office as soon as possible to make arrangements for this.

Special needs / requirements
If you have any special needs (e.g. dyslexia, visual impairment) that need to be taken into account for the teaching of this module, please make sure that our Welfare Officer, Dr Kyle Erickson (k.erickson@tsd.ac.uk), is made aware of this so that we can make sure that we fully support you in your studies.

Returning of work
Your coursework will be returned electronically through Moodle. Detailed feedback is given on the essay cover sheet but if you would like to discuss your work in more detail, do come and see me during one of my office hours (see times given above).

Extensions
Extensions for the submission of coursework will only be granted in exceptional circumstances; for more information please consult the Student Guide (or the *Academic Quality Handbook* 7.2.16 pages 180-181). In order to request an extension, you will need to fill in an extension request form, available on the Faculty Office Moodle page, and submit it in good time before the coursework submission deadline to the co-ordinator of your programme of study.

Please note that if you are given an extension, there may be a corresponding delay to the return of your work.

Some extra assignment/essay guidelines
Help for the writing of coursework is available in the TSD and School of Classics Reference Guides, as well as through the Student Support Moodle page. You are advised to read the relevant sections carefully.

Marks will be deducted if your piece of coursework is not presented properly (e.g. double-spacing, font 12 is needed). Note that all coursework needs to be word-processed; hand-written work will not be accepted. Assessment criteria can be found in the Programme of Study Handbook and at the back of this Module Syllabus.

***** You need to watch plagiarism whenever you use secondary literature (ALL suspect coursework will be submitted to a Turn-It-In analysis).** Please consult the Classics Reference Guide for advice on how to reference secondary literature.

In case of problems….
Do come and see me during office hours if you have any problems with the writing or planning of your piece of coursework. You are also welcome to see your personal tutor for advice.

Bibliography
A bibliography is provided in the Moodle space for this course. Please note that the books mentioned there are only recommendations. You should also make use of the relevant lecture notes and handouts and do some independent research.

Unless they are available in electronic format, all items for the reading list have been placed on library-only or short loan and are kept behind the library counter. Note that all these items can be reserved via the computerised catalogue – a very useful device that allows you to plan ahead with your reading for the essay.

Exam
The exam for this module will take place in the May examination period.

The exam will constitute 50% of your final mark and will last 1 hour. The exam consists of two parts (A and B). You need to answer one gobbet question and one essay question. In part A you are asked to comment on the context and content of **one** of four gobbets. You should not spend more than 20 minutes on this question. Part A will give you 1/3 of your total mark for the exam. In part B you will be given a choice of four questions. You will need to write **one** essay on **one** of these four questions. You should reserve approximately 40 minutes for this part of the exam. Part B will give you 2/3 of your total mark for the exam. The exam will test breadth of knowledge and you will be required to show knowledge of different areas in the exam from that chosen in the course work. You should also ensure that you avoid repetition in your answers to different questions within the exam itself.

RECOMMENDED READING:
Essential
Potter, D. *Rome in the Ancient World. From Romulus to Justinian*. London: Thames and Hudson, 2009.

Recommended
Beard, M. and Crawford M. H. *Rome in the Late Republic*. London: Duckworth, 1985.
Brunt, P.A. *Roman Imperial Themes*. Oxford: Clarendon Press, 1990.
Cornell, T. J. *The Beginnings of Rome*. London: Routledge, 1995.
Crawford, M. H. *The Roman Republic*. Second edition, London: Fontana Press, 1992.
Flower, H. I. (ed) *The Cambridge Companion to the Roman Republic*. Cambridge: Cambridge University Press, 2004.
Hölkeskamp, K. J. *Reconstructing the Roman Republic: An Ancient Political Culture and Modern Research*. Princeton: Princeton University Press, 2010.
Millar, F. *The Emperor in the Roman World*. London: Duckworth, 1977.

Rosenstein, N. and Morstein-Marx, R. (eds) *A Companion to the Roman Republic*. Oxford: Blackwell, 2006.
Scullard, H. H. *A History of the Roman World, 753 to 146 BC*. Fourth edition, London: Methuen, 1980.
Scullard, H. H. *From the Gracchi to Nero*. Fifth edition, London: Routledge, 1982.
Various authors *The Cambridge Ancient History*. Second edition, volumes VII.2-XII, Cambridge: Cambridge University Press, 1989-2005.
Wells, C. *The Roman Empire*. London: Fontana Press, 1992.

Course Materials and Moodle

All information regarding this course, including lecture, workshop and seminar handouts, powerpoints, this module syllabus, the bibliography, assessment assignment details and lecture podcasts will be available in the Moodle space for this course. Further, the Moodle space for this course will offer you a discussion board, where you can ask questions and discuss aspects of the course with your fellow students and me.

If you have trouble accessing any of this material or the Moodle space for this course in general, please contact as soon as possible the departmental Moodle co-ordinator, Dr. Errietta Bissa (e.bissa@lamp.ac.uk).

MARKING CRITERIA FOR ALL LEVEL 4 ESSAYS WITHIN THE SCHOOL OF CLASSICS

Exceptional (90-100%) EXCEPTIONAL FIRST CLASS. An answer that fulfils all of the criteria for Outstanding and in addition shows a good degree of insight and some independent thought, together with some flair in tackling issues. Work displaying the highest level of scholarship and originality attainable at level 4.

Outstanding (80-89%) HIGH FIRST CLASS. A solid answer that provides an effective response to the question. It should show some command of the literature and an ability to integrate that literature. The analysis should achieve a sustained level of quality. Sources should be used accurately and concisely to inform the answer but not dominate it. There should be some attempt at critical and committed argument, which is mindful of other interpretations but not afraid to question them. Presentation and the use of English should be commensurate with the quality of the content.

Excellent (70-79%) FIRST CLASS. A focused answer of intellectual quality, which adopts a comprehensive approach to the question and maintains a sophisticated level of understanding throughout. It should show a willingness to engage critically with the literature, using sources effectively to arrive at its conclusions.

Very Good (60-69%) Structured work displaying an ability to deal with the sources and/or arguments relevant to the topic under discussion and judgement in evaluating and organising material. In the 64-60 range the work will display some of the qualities outlined above, although some aspects will be less fully realised. The 69-65 range represents a degree of achievement in some respects.

Good (50-59%) Competent work which covers the basic subject matter and is appropriately organised and presented. May tend to narrative and description but does attempt to answer the question. Work in the 54-50 band is likely to be factually sound for the most part but shows only a general grasp of the question, and to be weak in argument. There may be some evidence of the inclusion of irrelevant material, a certain lack of focus in the discussion or deficiencies in the evidence used to support the argument.

Pass (40-49%) Work which is adequate but limited. It may include irrelevant material and be too descriptive and/or narrative. Some aspects of the question may be answered, but others will be ignored because of omissions in the reading, factual inaccuracy, difficulty in identifying the relevant themes, or poor style, structure and presentation.

Fail (30-39%) Work which is poorly structured and of very limited relevance to the question. It may be distinguished by a lack of supporting evidence, misunderstandings, a failure to address the question asked, substantial generalisation and the lack of any real comprehension.

Clear Fail (20-29%) Work which shows little or no real understanding of the question and which displays little or no evidence of learning.

Bad Fail (10-19%) Work which fails on all criteria. It could also be the mark for a very short answer with little relevant material.

Outright Fail (1-9%) Incomplete work, or work with absolutely no relevance to the question. A mark of 0 will be awarded for plagiarism or failure to submit.

Marking criteria exam level 4

	0-39%	40-49%	50-59%	60-69%	70-100%
Basic descriptor	• Work of an unacceptable and unsatisfactory level.	• Work of a satisfactory standard.	• Work of a good standard.	• Work of a very good standard.	• Work of an excellent or exceptional standard.
Focus on task and material	• Little or no focus on the task and material.	• Discernable focus on the task and material.	• Generally good focus on the task and material.	• Sound focus on the task and material.	• Acute and relevant focus on the task and material.
Approach to task	• Lack of ability to identify and solve problems. • Poor knowledge and understanding of the content and/or context of the material. • Consists almost entirely of paraphrase.	• Some attempt at identifying and solving problems. • Little or no evidence of analysis. • Satisfactory knowledge and understanding of the content and/or context of the material.	• Ability to identify and solve problems. • Some awareness of the wider theoretical dimensions of the subject. • Good knowledge and understanding of the content and/or context of the material. • Measure of analysis,	• Ability to understand and solve problems. • Sound awareness of the wider theoretical dimensions of the subject. • Very good knowledge and understanding of the content and/or context of the material. • Thoughtful analysis.	• Ability to understand and solve problems. • Excellent awareness of the wider theoretical dimensions of subject. • Analytical and critical appreciation. • Exceptional knowledge and understanding of the content and/or context of the material. • Subtle and perceptive analysis.
Written style	• Incoherent argument and/or expression. • Inappropriate register.	• Argument lacks structure and/or relevance. • Work tends to be descriptive in nature. • Appropriate register.	• Solid level of argument. • Satisfactory written style. May be some disjointed arguments. • Attempt at originality or critical appreciation.	• Well-developed and structured argument. • Coherent writing. • Some originality and/or critical appreciation of the subject.	• Cogent and structured argument. • Fluent writing and clarity of expression • Subtlety and/or originality
Evidence of reading	• Insufficient reading.	• Evidence of a limited range of reading	• Evidence of a range of reading.	• Evidence of thorough reading and preparation.	• Evidence of wide and thorough reading.

Presentation	• Poor presentation with many spelling and grammar errors. • No or very few, references.	• Need for attention to presentation. Spelling and grammar errors. • Inconsistent style of references and bibliography.	• Sound presentation. Some spelling or grammar errors. • Style of references and bibliography conforms very largely to the programme handbook.	• Clear and careful presentation. • Style of references and bibliography conforms fully to the programme handbook.	• Presentation to a high scholarly standard. • Style of references and bibliography conforms fully to the programme handbook.