AHIS1020 - Rome to the Gracchi
Course Outline

Course Coordinator: Terry RYAN
Room: McMullin [MCLG34b];
Telephone: (02) 49 215228
Email: Terry.Ryan@newcastle.edu.au
Fax: As for School of Humanities & Social Science, above
Contact Hours: Wednesday AM; Thursday (by appointment)

Semester: Semester 2 - 2006
Unit Weighting: 10

Teaching Methods:
- Lecture
- Tutorial

Brief Course Description:
Examines the history of Rome from its origins down to the Sacks of Carthage and Corinth in the middle of the 2nd century BC. A brief treatment of the Tribunate of Tiberius Gracchus (133BC) will conclude the coverage. The main focus will be on the evolution of the institutions of Republican government, features of Rome’s internal political practice, and the development of her external empire and its administration. Attention will also be paid to the Roman self-image, as evidenced in her value system, foundation mythology, and treatment of her achievement (as seen in major historians).

Contact Hours:
- Lectures: 2 Hours per Week [wks 1-5, 7-14]
- Tutorials: 1 Hour per Week [wks 2-5, 7-13]

Texts:

Course Objectives:
1. To encourage a broad knowledge and understanding of the development of Rome down to the era of the Gracchi.

Course Outline Issued and Correct as at: Week 1 Semester 2 2006

CTS Download Date: 11 July 2006
2. To encourage an understanding of the changing conditions of Roman society, and the manner in which it differed from our own.

3. To encourage a critical approach to both literary and archaeological evidence.

4. To foster the accurate and effective expression of one’s appreciation of, and critical ideas about, ancient society and its leaders.

Course Content
Foundation of Rome: Aeneas and Romulus

The early city and its Institutions
1. Expansion through Italy

2. Acquisition of an Empire: Wars with Carthage and Greece (264-146BC)

3. Historiography of Rome: Polybius and Livy

4. Roman values, particularly those of the Nobility

5. Internal Politics and Reform in the 2nd Century BC

Assessment Items

<table>
<thead>
<tr>
<th>Essays / Written</th>
<th>2. Tutorial paper, 30% (1000-1250 words) - due week following discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>3. Essay, 40% (2000-2250 words) - due Thursday, November 2 (wk 14)</td>
</tr>
<tr>
<td></td>
<td>4. Class Test, 20% - due end semester</td>
</tr>
<tr>
<td>Quiz - Class</td>
<td>1. Class Quiz, 10% - due Thursday, August 17 (wk 5)</td>
</tr>
</tbody>
</table>

Assumed Knowledge
None

Callaghan Campus Proposed Timetable
AHIS1020
ROME TO THE GRACCHI
Enquiries: School of Humanities and Social Science
Semester 2 - 2006
Lecture
Thursday 15:00 - 17:00 [V01]

Tutorial
Thursday 10:00 - 11:00 [GP3-18]
or Thursday 11:00 - 12:00 [GP3-20]
or Thursday 13:00 - 14:00 [W243]
or Thursday 14:00 - 15:00 [GP2-12/14]

Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one’s own. Without limiting the generality of this definition, it may include:
- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.
Aiding another student to plagiarise is also a violation of the Plagiarism Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -
The University has established a software plagiarism detection system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the item on its database for the purpose of future plagiarism checking).
- Submit the assessment item to other forms of plagiarism checking.

**Written Assessment Items**
Students may be required to provide written assessment items in electronic form as well as hard copy.

**Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations**
Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or
2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment; must report the circumstances, with supporting documentation, to the appropriate officer on the prescribed form. 


Students should be aware of the following important deadlines:

- **Requests for Special Consideration** must be lodged no later than 3 working days after the date of submission or examination.
- **Requests for Extensions of Time on Assessment Items** must be lodged no later than the due date of the item.
- **Requests for Rescheduling Exams** must be lodged no later than 5 working days before the date of the examination.

Your application may not be accepted if it is received after the deadline. Students who are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer in the first instance.

**Changing your Enrolment**
The last date to withdraw without financial or academic penalty (called the HECS Census Dates) are:

For semester 2 courses: **31 August 2006**

Students may withdraw from a course without academic penalty on or before the last day of semester and prior to the commencement of the formal exam period. Any withdrawal from a course after the last day of semester will result in a fail grade.

Students cannot enrol in a new course after the second week of semester/trimester, except under exceptional circumstances. Any application to add a course after the second week of semester/trimester must be on the appropriate form, and should be discussed with the Student Enquiry Centre.

To change your enrolment online, please refer to [http://www.newcastle.edu.au/study/enrolment/changingenrolment.html](http://www.newcastle.edu.au/study/enrolment/changingenrolment.html)

**Contact Details**

**Faculty Student Service Offices**

**The Faculty of Education and Arts**
Room: GP1-22 (General Purpose Building)  
Phone: 02 4921 5314
Ourimbah Focus
Room: AB1.01 (Administration Building)
Phone: 02 4348 4030

The Dean of Students
Dr Jennifer Archer
Phone: 02 4921 5806
Fax: 02 4921 7151
resolutionprecinct@newcastle.edu.au

Deputy Dean of Students (Ourimbah)
Dr Bill Gladstone
Phone: 02 4348 4123
Fax: 02 4348 4145

Various services are offered by the University Student Support Unit:

Alteration of this Course Outline
No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards
Web Address for Rules Governing Postgraduate Academic Awards
Web Address for Rules Governing Professional Doctorate Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS
The University is committed to providing a range of support services for students with a disability or chronic illness.
If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.
Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au
As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.
For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

Online Tutorial Registration:
Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system:
Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: www.blackboard.newcastle.edu.au/
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages.

To receive an expedited response to queries, email staff directly by including the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.
Written Assignment Presentation and Submission Details

Students are required to submit assessment items by the due date. Late assignments will be subject to the penalties described below.

Hard copy submission:

- **Type your assignments**: All work *must* be typewritten in 12 point black font. Leave a sufficiently wide margin for marker’s comments, use 1.5 or double spacing, and include page numbers.
- **Word length**: The word limit of all assessment items should be strictly followed – 10% above or below is acceptable, otherwise penalties may apply.
- **Proof read your work** because spelling, grammatical and referencing mistakes will be penalised.

**NB:** *Computer spell-checks are next to useless in this respect.*

- **Staple the pages** of your assignment together (do not use pins or paper clips).
- **University coversheet**: All assignments *MUST* be submitted with the University coversheet: [http://www.newcastle.edu.au/school/hss/studentguide/index.html](http://www.newcastle.edu.au/school/hss/studentguide/index.html)

- **Depositing of Assignments**
  1. Assignments may be handed directly to staff in class or in their office
  2. They can be deposited at *any* School Focus, but the preferred locations are:
     - Level 3, Shortland Union, Callaghan
     - Ground Floor, Administration Building, Ourimbah

- Any changes to this procedure will be announced during the semester.

- **Faxing/emailing of assignments**. Hard copy submission of assignments is preferred. Circumstances may arise when either emailing or faxing is necessary. In this event a signed cover-sheet *MUST* be submitted before the assignment will be regarded as formally accepted. Assignments mailed to Schools are accepted from the date posted.

- **Keep a copy of all assignments**: All students must date stamp their own assignments using the machine provided. Mailed assignments to schools are date-stamped upon receipt. However, it is the student’s responsibility to produce a copy of their work if the assignment goes astray after submission. Students are advised to keep updated back-ups in hard copy and on disk.

Online copy submission to Turnitin

In addition to hard copy submission, students *may* submit an electronic version of the following assignments to Turnitin via the course Blackboard website:

- **Tutorial Paper**
- **Major Essay**

Prior to final submission, all students have the opportunity to submit one draft of their assignment to Turnitin to self-check their referencing.

Penalties for Late Assignments

Assignments submitted after the due date, without an approved extension of time *may* be penalised by the reduction of 5% of the possible maximum mark for the assessment item for each day or part day that the item is late. Weekends count as one day in determining the penalty. Assessment items submitted more than ten days after the due date *may* be awarded zero marks.

Special Consideration/Extension of Time Applications

Students wishing to apply for Special Consideration or Extension of Time should obtain the appropriate form from the Student Focus.

**No Assignment Re-submission**
Students who have failed an assignment are not permitted to revise and resubmit it in this course. However, students are always welcome to contact staff to make a consultation time to receive individual feedback on their assignments.

**Remarks**
Students can request to have their work re-marked by the Course Coordinator or Discipline Convenor (or their delegate).

Three outcomes are possible:
1. The same grade,
2. A lower grade, or
3. A higher grade being awarded.

Students may also appeal against their final result for a course. Please consult the University policy at:

**Return of Assignments**
Students can collect assignments from staff in class or at the Student Focus, Level 3, Shortland Union, Callaghan during office hours.

Students will be informed during class of the earliest date assignments will be available for collection.

Students must present their student identification card to collect their assignment.

**Preferred Referencing Style**

In this course, there is no prescribed referencing style.

With in-text citations, however, the name of the author of the source and page number/s, in parentheses, are essential. At the end of the paper, a list of references provides publication information about the source; the list is alphabetised by authors' last names (or by titles for works without authors). Further information on referencing and general study skills can be obtained from:

A pamphlet compiled by Dr. Marguerite Johnson, geared specifically to referencing Classics subjects is available upon request.

**Student Communication**

Students should discuss any course related matters with their Tutor, Lecturer, or Course Coordinator in the first instance and then the relevant Discipline or Program Convenor. If this proves unsatisfactory, they should then contact the Head of School if required. Contact details can be found on the School website.

**Essential Online Information for Students**

Information on Class and Exam Timetables, Tutorial Online Registration, Learning Support, Campus Maps, Careers information, Counselling, the Health Service and a range of free Student Support Services can be found at:
### Grading guide

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF) An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P) The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
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<tr>
<td>65% to 74%</td>
<td>Credit (C) The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D) Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
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<tr>
<td>85% upwards</td>
<td>High Distinction (HD) All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
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</table>

### Lecture/Tutorial Date

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture/Tutorial Date</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>July 20</td>
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<td>2</td>
<td>July 27</td>
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<td>3</td>
<td>August 3</td>
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<td>4</td>
<td>August 10</td>
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<td>5</td>
<td>August 17</td>
<td>Quiz due</td>
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<tr>
<td>6</td>
<td>August 24</td>
<td>No Lectures or Tutorials: Semester Mini-Break</td>
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<td>7</td>
<td>August 31</td>
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<td>8</td>
<td>September 7</td>
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<td>10</td>
<td>September 21</td>
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<td>11</td>
<td>September 28</td>
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<td>12</td>
<td>October 19</td>
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<td>13</td>
<td>October 26</td>
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<tr>
<td>14</td>
<td>November 2</td>
<td>Major Essay due</td>
</tr>
</tbody>
</table>

**Mid-Semester Recess: Monday 2 October – Friday 14 October**

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture/Tutorial Date</th>
<th>Lecture Topic &amp; Assessment at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>October 19</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>October 26</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>November 2</td>
<td>Major Essay due</td>
</tr>
</tbody>
</table>

**Examination period: Monday 6 November – Friday 24 November**

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School of Humanities and Social Science
AHIS1020 ROME TO THE GRACCHI

CLASS WORK
TUTORIALS, THE ESSAY, CLASS TESTS

TUTORIALS

There will be weekly meetings of the Tutorial Groups commencing in Week 2. At these meetings there will be open discussion of topics based on the analysis of ancient source materials contained in Set Texts and Course Handouts. This material will have been the subject of lectures in preceding weeks.

A Note on Respect
Debate in tutorials is expected to be vigorous and opinions will vary. There must be general agreement to respect the point of view and opinions of other members of the group. Agreeing to disagree is one thing, but personal attacks and/or deprecating remarks will not be tolerated. The tutorial must remain a secure environment in which ideas and views are discussed with freedom and honesty.

Class Discussions [CD] and Formal Papers [TP]

There will be no tutorial in Week 6. The Semester is inordinately long this year so an artificial break has been built in for both lectures and tutorials.

In Weeks 2 and 3 there will be Class Discussions of topics arising from the early lectures. The purpose of these is to familiarise students with the nature of the sources and techniques of analysis of material which will provide the substance for the Take-Home Quiz. From Week 4 onwards, students will be able to attempt a Formal Tutorial Paper on the material treated in class:

- Students may choose any of the five topics marked as TP and submit it as a Tutorial Paper. You may attempt more than one, in which case the top mark will be counted towards the final assessment.
- The Tutorial Paper, regardless of the topic chosen, is due to be submitted the week following the tutorial discussion. Normally there will be no extension granted beyond that time (see the Faculty of Education & Arts/School of Humanities & Social Science Guidelines for Extensions).

The Tutorial Paper can be written either in paragraphs using headings or in essay-format. In whatever format you choose, the Tutorial Paper must include:

- A brief Introduction, clearly stating the aims and directions of the Paper
- Endnotes or Footnotes
- A Bibliography of secondary works and editions of primary sources

For advice on the presentation of formal assignments, be they Tutorial Papers or Essays, you could consult Marguerite Johnson Advice on Writing Essays, Tutorial Papers and Text Analysis Exercises (available on request).

Please Note
* Endnotes/Footnotes DO NOT count toward the word limit
* Bibliography and quotations from primary/secondary sources DO NOT count toward the word limit.
Please ensure that your name, student number, tutorial group and topic number are clearly displayed on the Tutorial Paper Cover Sheet.

In Weeks 10-13 there will be a series of four **Text Analysis** sessions which will treat materials pertinent to the Essay Topics and the End of Semester Class Exercise. Regardless of which essay topic you have chosen, the **TA** sessions are designed to develop important analytical skills for text and source analysis.

**ESSAY**

The Essay must be submitted and stamped by **Thursday 2nd November** (5pm).

The Essay *must* be written in formal essay style and *must* include:
- A formal Introduction, clearly stating the aims and directions of the Paper
- Endnotes or Footnotes
- A formal Conclusion, summarizing and highlighting the main arguments presented in the Essay. The Conclusion is *not* to consist simply of a restatement of the Introduction.
- A Bibliography of secondary works and editions of primary sources

For advice on the presentation of Essays, you could consult **Marguerite Johnson Advice on Writing Essays, Tutorial Papers and Text Analysis Exercises**.

- **Please Note**
  * Endnotes/Footnotes DO NOT count toward the word limit
  * Bibliography and quotations from primary/secondary sources DO NOT count toward the word limit.

Please ensure that your name, student number, and topic title are clearly displayed on the Assignment Cover Sheet.

**TAKE HOME QUIZ**

At the meeting of tutorial groups in Week 4, Thursday, August 10, students will be provided with a Take Home Exercise derived from the lectures delivered in Weeks 1 to 3 and related materials.

- The Quiz is due on the following **Thursday, August 17** (by 5pm).
- The Quiz is worth 10% of the total assessment for the Course.

**END OF SEMESTER CLASS EXERCISE**

This is *expected* to be held at the scheduled lecture time on **Thursday, November 9** (3-5pm). Confirmation of date and time will be forthcoming later in the Semester. The exercise will consist of:
- One word/single sentence answers to set questions arising from materials studied in lectures and tutorials drawn from the entire course
- Analysis of any *two* pieces of text (from a representative selection), with questions attached

The Class Exercise is worth 20% of the total assessment for the Course.
Marking/Assessment Criteria

Tutorial Paper
- Research – reading of all set ancient material and demonstrated understanding of issues raised in recommended secondary sources.
- Direct use of ancient source material in the answering of the question. Students are urged to access ancient source material directly from the author and NOT from a modern textbook or article.
- Demonstrated awareness of the types of ancient sources you are using (e.g., dates for authors, genres, degrees of bias evident, etc).
- Demonstration of the consultation of secondary sources – this can be done in the text itself or in endnotes/footnotes. Additional marks will be rewarded to the effective analysis of secondary sources (e.g., comparing and contrasting interpretations, etc). This can be done in foot/endnotes.
- Organisation of material in an effective way – essentially in a way that answers the question. This includes a logical development of ideas – connections between ideas, points of argumentation, etc.
- Relevant material only.
- Support of argumentation by the inclusion of appropriate evidence and examples.
- Correct presentation: written expression, grammar, referencing, etc. In certain situations, a paper may have marks deducted for extremely poor presentation in these areas.
- Participation in the class discussion.

Essay
See the above under Tutorial Paper. Essays require a greater degree of research and a correspondingly greater need for correct syntax, grammar, etc. Your argument (essentially your answer to the question) needs to be presented and sustained in a much stronger manner as you cannot rely on verbal contribution.

Lecture Tapes
As a rule, Lectures will be taped and available from Short Loans in the Auchmuty Library.
AHIS1020 ROME TO THE GRACCHI

Semester 2/2006 10 units

**Class Times**

<table>
<thead>
<tr>
<th>Lectures:</th>
<th>Thursday</th>
<th>3-5</th>
<th>V01</th>
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<tr>
<td>Tutorials:</td>
<td>Thursday</td>
<td>10-11</td>
<td>GP3-18</td>
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<tr>
<td></td>
<td>Thursday</td>
<td>11-12</td>
<td>GP3-20</td>
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<td></td>
<td>Thursday</td>
<td>1-2</td>
<td>W243</td>
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<tr>
<td></td>
<td>Thursday</td>
<td>2-3</td>
<td>GP2-12/14</td>
</tr>
</tbody>
</table>

**Lecture Timetable**

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Lecture Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>July 20</td>
<td>Introduction: Rome to 509BC</td>
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<tr>
<td>2.</td>
<td>July 27</td>
<td>Early Republic: Development of Government</td>
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<tr>
<td>3.</td>
<td>Aug 3</td>
<td>The Struggle of the Orders</td>
</tr>
<tr>
<td>4.</td>
<td>Aug 10</td>
<td>Conquest of Italy</td>
</tr>
<tr>
<td>5.</td>
<td>Aug 17</td>
<td>Historiography: Polybius, Livy and Tradition</td>
</tr>
<tr>
<td>6.</td>
<td>Aug 24</td>
<td>No Lectures: Semester Mini-Break</td>
</tr>
<tr>
<td>7.</td>
<td>Aug 31</td>
<td>War with Carthage: I - Sicily</td>
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<td>8.</td>
<td>Sept 7</td>
<td>War with Carthage: II - Hannibal</td>
</tr>
<tr>
<td>9.</td>
<td>Sept 14</td>
<td>Imperial Republic: 200-146BC</td>
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<tr>
<td>10.</td>
<td>Sept 21</td>
<td>Imperial Republic: Social Consequences</td>
</tr>
<tr>
<td>11.</td>
<td>Sept 28</td>
<td>Self-Image: 2nd Century Nobility and Values</td>
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SEMMESTER BREAK : October 2 to October 14

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Lecture Topic</th>
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</thead>
<tbody>
<tr>
<td>12.</td>
<td>Oct 19</td>
<td>Internal Politics and Reform to 146BC</td>
</tr>
<tr>
<td>13.</td>
<td>Oct 26</td>
<td>Prelude to the Gracchi</td>
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<tr>
<td>14.</td>
<td>Nov 2</td>
<td>Tribunate of Tiberius Gracchus</td>
</tr>
</tbody>
</table>

**STAFF**

Jane Bellemore  
MCLG37  
(02) 49215231  
Jane.Bellemore@newcastle.edu.au

Terry Ryan  
MCLG34b  
(02) 49215228  
Terry.Ryan@newcastle.edu.au

[Course Co-Ordinator]
### AHIS1020 ROME TO THE GRACCHI

#### TUTORIALS 2006

Code:  CD = Class Discussion  TP = Tutorial Paper  TA = Text Analysis

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
<th>Code</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>20/7</td>
<td>---</td>
<td>No Tutorials</td>
</tr>
<tr>
<td>2</td>
<td>27/7</td>
<td>CD1</td>
<td>Introductory Tutorial: Romulus and Remus</td>
</tr>
<tr>
<td>3</td>
<td>3/8</td>
<td>CD2</td>
<td>Consuls, Senate and Assemblies: D&amp;G 1.9-23</td>
</tr>
<tr>
<td>4</td>
<td>10/8</td>
<td>TP1</td>
<td>Struggle of the Orders : D&amp;G 1.24-25; 1.45-48</td>
</tr>
<tr>
<td>5</td>
<td>17/8</td>
<td>TP2</td>
<td>The Latin Settlement of 338BC: D&amp;G 1.62-64</td>
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<tr>
<td>6</td>
<td>24/8</td>
<td>---</td>
<td>No Tutorials: Semester Mini-Break</td>
</tr>
<tr>
<td>7</td>
<td>31/8</td>
<td>TP3</td>
<td>Polybius - Treaties between Rome and Carthage: D&amp;G 4.1-4</td>
</tr>
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Mid Semester Break: Monday, October 2 to Friday, October 14

| 12 | 19/10 | TA3  | The *Elogia* of Fabius Maximus and the Scipios                       |
| 13 | 26/10 | TA4  | The Agrarian Problem                                                |
| 14 | 2/11  | ---  | No Tutorial                                                          |

**NB:**
D&G = Dillon, M & L. Garland *Ancient Rome: From the Early Republic to the Assassination of Julius Caesar*, Routledge, 2005
AHIS1020 ROME TO THE GRACCHI

CLASS DISCUSSIONS: Weeks 2 and 3

Wk 2: July 27  CD 1  Introductory Tutorial: Romulus and Remus

At the Introductory Tutorial all matters concerning the administration of tutorials, the conduct of tutorials, the aims of the course-work component and the topics will be discussed. Attention will also be paid to using ancient source materials in translation, the importance of the ‘values’ methodology and background material on the major authors employed in the course.

You are asked to read each of the following accounts of the arrival at Rome of Romulus and Remus, the contest for rulership (regnum = kingship, the power of a king) and the fatal slaying of Remus by his brother.

Look for similarities, discrepancies, and subtle insights in the respective accounts. In the end, comment on the likelihood of ‘the gods’ showing favour to a fratricide.

Ennius Annales 80-100  [Ennius 239-169BC]

Then, making preparations with the utmost care, each of them longing for rule (regnum), they devoted their attention simultaneously to auspicium and augurium; ...on a mountain...

...Remus devotes himself to auspicium and on his own looks for a favourable bird. Romulus the handsome, however, on the high Aventine makes his search, looking for a member of the high-flying species. 85

They were contending over whether they would call the city Roma or Remora.

The concern for all the men was which of the two would be commander (induperator): just as when the Consul is about to give the signal, all eagerly waited, gazing towards the boundaries of the limits (to see) how soon he will dispatch the chariots from the painted stalls: 90

thus the people (populus) awaited and held their tongues, to which of these two would the victory of great regnum be granted by circumstance. In the meantime the bright sun withdrew into the depths of night.

Then a clear light, struck by rays, showed itself in the open; at the same time from a height, by far the fairest of good omens, 95

a bird flew from the left, at the very moment that the golden sun arose.

Three times four sacred bodies of birds fell from heaven, offering themselves to places good-omened and beautiful.

From this Romulus saw, properly given to him by established auspicium, the seat and throne of regnum. 100

Livy Ab Urbe Condita 1.6-7  [Livy 59BC-AD17]

[6] Now that Alba had passed into Numitor’s hands, Romulus and Remus conceived the desire of founding a city in the place where they had been exposed and raised. In fact, the population of Alba and the Latins had greatly increased; in addition, there were the shepherds who had flocked to them, all of whom taken together readily raised the expectation that both Alba and Lavinium would be small in comparison to the city they intended to found. But at this point the family curse – the desire for kingly supremacy (cupido for regnum) – came between them as they were making their plans, and from an
innocent beginning developed an ugly fight. Because they were twins no distinction could be made between them on the basis of age. In order that the deities who presided over the area might choose by auguria who should give his name to the new city and exercise rule (imperium) over it once it was founded (condita), Romulus occupied the Palatine and Remus the Aventine to mark out the sacred areas (templum) where they would look for the signs of heaven’s will.

To Remus augurium came first, legend says (fertur): six vultures. After this had been reported to the people, double the number appeared for Romulus. Accordingly, the supporters of each man hailed their candidate as King (Rex), one side claiming the regnum because of the priority of time, the other because of the number of birds. From a war of words anger turned them to bloodshed. In the heat of the mêlée Remus met his death. The more common story (vulgatior fama) is that in mockery of his brother (ludibrium fratris) Remus jumped over the half-built walls, whereupon the enraged (iratus) Romulus struck him down, crying:

‘So be it for anyone who overleaps my walls!’

Romulus thus became sole possessor of the imperium; the city thus founded (condita) took the name of its founder (conditor).

Plutarch Romulus 9-11  [Plutarch c AD46-c 120]

[9] After the death of Amulius, and the reorganisation of the kingdom, the twins, who would not live in Alba as subjects, and did not wish to reign there during the life of their grandfather, gave up the sovereign power to him, and, having made a suitable provision for their mother, determined to dwell by themselves, and to found a city in the parts in which they themselves had been reared; at least, this is the most probable of the various reasons which are given.

It may also have been necessary, as many slaves and fugitives had gathered round them, either that they should disperse these men and so lose their entire power, or else go and dwell alone amongst them....

When they were proceeding to found the city, they at once quarrelled about its site. Romulus fixed upon what is now called Roma Quadrata, a square piece of ground, and wished the city to be built in that place; but Remus preferred a strong position on the Aventine, which, in memory of him, was called the Remonium, and now is called Rignarium.

They agreed to decide their dispute by watching the flight of birds, and having taken their seats apart, it is said that six vultures appeared to Remus, and afterwards twice as many to Romulus. Some say that Remus really saw his vultures, but that Romulus only pretended to have seen them, and when Remus came to him, then the twelve appeared to Romulus; for which reason the Romans at the present day draw their auguries especially from vultures....

[10] When Remus discovered the deceit he was very angry, and, while Romulus was digging a trench round where the city wall was to be built, he jeered at the works, and hindered them. At last, as he jumped over it, he was struck dead either by Romulus himself, or by Celer (‘The Swift One’), one of his companions....

[11] Romulus, after burying Remus and his foster-parents in the Remurium, consecrated his city, having fetched men from Etruria, who taught him how to perform it according to sacred rites and ceremonies, as though they were celebrating holy mysteries.
D&G 1.9-23, dealing with the workings of the Republican Constitution, will be treated at this meeting.

In addition, students are asked to make notes on the following:
1. A definition of the *cursus honorum*, including a list of those magistracies that are part of it and those that are not.
2. A definition of *potestas* and *imperium*. What magistrates exercise these powers?
3. Rights and duties of the Senate.
4. A definition of each of the voting assemblies of the Roman people.

Please write down any queries you have regarding this topic.
**Week 4: August 10**  
**TP 1: Struggle of the Orders**

D&G 1.24-25 and 1.45-48 will be analysed in this, the first of the Formal Tutorial topics.

To what extent was the Struggle of the Orders a struggle by the oppressed for social, political, and legal rights? You should consider some of the following issues:

- The motives of the plebeian leaders
- The use of socio-economic crises (land, debt, *nexum*) as rallying cries
- The use and abuse of the *tribunicia potestas* in political, economic and military contexts

**Some Reading:**
- Cornell, T.J. *The Beginnings of Rome: Italy and Rome from the Bronze Age to the Punic Wars (c.1000-264BC)*, Routledge, 1995

**Week 5: August 22**  
**TP2: Latin Settlement of 338BC**

D&G 1.62-64 will be the primary focus in the discussion of Roman expansion throughout Italy in the 5th and 4th Centuries BC.

To what extent is the settlement imposed by Rome at the conclusion of the Latin War (340-338BC) able to be seen as a blue-print for subsequent imperial policy towards allies and defeated enemies. What does the settlement reveal about the Roman mind-set?

Points to consider:

- Terms of early treaties
- The nature of Rome's neighbours in this period
- Treatment of subject communities and the use of colonies

**Some Reading:**

**Week 6: August 24**  
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**No Tutorial: Semester Mini-Break**
D&G 4.1-4 provide the evidence of the Treaties between Rome and Carthage prior to the outbreak of war in 264BC.

Examine the contents of the Treaties to ascertain the nature of the relationship between Rome and Carthage from 509BC onwards. Do you see them as being especially 'warm'? Why does Polybius go to such lengths to reveal to his readers the content of these Treaties?

Some Reading:

Specific

General

Wk 8: September 7 TP 4 Causes of the First Punic War

D&G 4.5-7 provide the basic source material for the discussion of the reasons for the outbreak of war between Rome and Carthage in 264BC

Was Roman ambition to annex Sicily the main cause of the First Punic War?

Points to consider:
- The pressures created by Roman victories in Southern Italy, especially over Tarentum
- Messana and the identity of its inhabitants, the Mamertini
- The threat to Messana from Hiero of Syracuse
- Reasons for Roman hesitation to get involved
- The political process at Rome leading to Roman involvement

Some Reading:
Pay careful attention to the excerpts by H.H.Scullard, J.H.Thiel, and M.Cary under the heading:

Walbank, F.W. ‘Polybius, Philinus, and the First Punic War’ Classical Quarterly 39 (1945) 1-18

D&G 4.21-29 provide the documentary basis for this topic.

In seeking to ascertain the responsibility of Hannibal in starting the 2nd Punic War, take into consideration some of the following issues:

- Attitudes of Livy and Polybius to Hannibal
- Attitudes of Hamilcar and his family to Roman victory in the 1st Punic War
- Rome's treatment of the defeated Carthage
- The impact and extent of Carthaginian conquests in Spain after 237BC
- Saguntum and the terms of the Ebro treaty of 226BC

Some Reading:

TEXT ANALYSIS SERIES 1 to 4 - Weeks 10 to 13

Wk 10: September 21  TA 1  Rome in Greece, Spain, Africa

D&G 5.22-47 are the documents which we will use for the first Text Analysis exercise. These deal with features of Roman Imperialism in the first half of the 2nd Century BC.

Some Reading:
By way of providing background, useful material is to be found in the following.

The segments in E.S.Gruen ed. Imperialism in the Roman Republic, Holt, Rinehart and Winston, 1970:
‘Expansion into the Greek World: Philhellenism or Self-Defense?’
‘Roman Brutality in Spain: Is it Explicable?’
‘Annexation of Africa: Fear of Numidia or Carthage?’

Gruen, E.S. The Hellenistic World and the Coming of Rome, California, 1984.

Wk 11: September 28  TA 2  Impact of Hellenism on Rome

D&G 5.51-63 are the relevant sources for this Text Analysis of ancient explanations of the ‘spread of corruption’ in Roman society in the early 2nd Century BC.

Some reading:
Lintott, A.W. ‘Imperial Expansion and Moral Decline in the Roman Republic’ Historia 21 (1972) 626-38

FORMAL SEMESTER BREAK
MONDAY, OCTOBER 2 - FRIDAY, OCTOBER 14

School of Humanities and Social Science
Wk 12: October 19                          TA 3                          The Elogia of Fabius and the Scipios

Copies of the Elogia of Quintus Fabius Maximus and the family of the Scipios are to be distributed in a separate document.

In class we will discuss the purpose of funerary inscriptions and the contents of these ones in particular, for the insights they provide into the values and self-promotion of members of one of Rome’s most powerful families in the 2nd Century BC.

Some Reading:

Specific (to be read in sequence)

General

Wk 13: October 26                          TA 4                          The Agrarian Problem

Documents on the Agrarian Problem, dating back to the early Republic, will be circulated in a separate handout. Why was there an increasingly serious agrarian crisis in peninsular Italy in the aftermath of the Hannibalic War down to the time of the Gracchi?

Consider some of the following:
- Economic and social dislocation caused by prolonged warfare in the years after the end of the Hannibalic War
- The factors under-pinning inter-urban migration in the 170s
- The impact of Roman colonial policy in the first half of the Century
- The nature of Italian agriculture
- The economic impact of the aftermath of the Third Macedonian War
- The Spread of ‘Corruption’ and the decline of traditional values

Some Reading:

The Major Essay is worth 40% of the total assessment for the course and is due for submission on.

Length: Between 2000-2250 words  
Due Date: Thursday, 2\textsuperscript{nd} November, 2006

Choose any ONE of the following topics.

**Topic 1**  
By what means did Rome emerge from being little more than ‘a huddle of huts’ on the banks of the Tiber to become the major economic, political, and military power in Italy prior to 264BC?

**Topic 2**  
The Romans (and their ancient admirers) placed great weight upon the essential qualities (\textit{virtutes}) of the Roman People, both its leaders and rank-and-file, and the role of destiny (\textit{tyché} and \textit{fatum/fortuna}) for the successful emergence of Rome in the Republican era. To what extent do the views of the ancient historians, especially Polybius and Livy, fail to satisfactorily explain the rise of Rome for modern students of history?

**Topic 3**  
How important was strain on her ability to retain what she had already won by the sword (by 201BC) in the imperialist policies practised by Rome from 200 to 146BC?

**Topic 4**  
What were the main economic, social and political pressures that led to growing internal upheaval at Rome in the 2\textsuperscript{nd} Century? To what extent was this turmoil caused by the fruits of imperialism and a growing passion for things ‘Greek’?