

HISTORY 265
THE END OF THE ROMAN REPUBLIC
FALL SEMESTER 2021
TUESDAY, THURSDAY 11:00 AM – 12:15 PM

I am: Andrew Donnelly, PhD

My e-mail address is: andrew.donnelly@tamuc.edu

Where you can find me: Normally my office is Ferguson Social Sciences 105, but I am holding office hours via zoom this semester.

When you can find me: By appointment. I highly encourage you do to this. I look forward to meeting with you and getting to know you, and this is far easier in office hours, even virtual, than in our classroom!

COURSE DESCRIPTION

This course investigates the historical development of the Roman people through study of their history, politics, society, and culture especially in the 1st centuries B.C.E. and C.E., the turning points of Republican and Imperial Rome.

Learning outcomes

1. Students will be able to form substantive and evidence-driven arguments to propose solutions to problems or explain phenomena.
2. Student communication will follow conventions of grammar and syntax appropriate to the audience, purpose and message.
3. Students will demonstrate awareness of societal and/or civic issues.
4. Students will be able to understand their role in their own education.

How we will achieve this

Students will be expected to master the chronology of the period, know its significant political, cultural, and societal events (e.g., Punic Wars) and the major figures and their significance for the period (e.g., Caesar, Vergil, Nero) and through which they will trace sequential developments in the systems and ideologies of Roman government (e.g., Senatorial authority, tensions between aristocracy and populism, etc.

This is a course that focuses on a very specific period in history, the transformation of the Roman Republic into the Roman Empire. Students will leave this course aware of the nature, meaning, and difference between these terms. Key topics I will focus on include the poor of the Roman world; the role of class warfare in shaping Roman society; the co-opting of populist ideas to create an authoritarian empire; the abandonment of republicanism and the reasons for this; the role of Rome as a world empire; the artistic and cultural achievements produced by the Roman people; and the legacy of the Roman world in the centuries that followed, including our own modern age.

Most importantly, this course will improve your reading and communication skills, sharpen your mind, and make you a more informed (and interesting!) member of our nation and world.

Please note the following. These are strange days. Things some (though certainly not all) of us used to take for granted—our economic safety, our health, our ability to access reliable technology—are not guaranteed. Please know that I am here to help and have access to university resources and information that is also here to help. You are not alone in this. If you're in some sort of jam, let me know. Perhaps you are having difficulty accessing the internet. Perhaps you have gotten sick. Perhaps you have family obligations that require your attention. All of these are important; never think that they cannot be accommodated. Schoolwork matters; life matters more.

Note also that this syllabus is a plan, not a contract. Circumstances and events may make it necessary for the

instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced as far in advance as possible.

COURSE BOOKS

You will need to purchase three books this semester.

Mary Beard, *SPQR, A History of Ancient Rome*, Liveright, 2016, ISBN: 978-1631492228

Plutarch, *Roman Lives*, translated by Robin Waterfield, Oxford University Press, 1999, ISBN: 9780199537389.

Sallust, *Catiline's Conspiracy, The Jugurthine War, Histories*, translated by William Batstone, Oxford University Press, 2010, ISBN: 978-0192823458

Other readings will be made available throughout the semester via email and our course site.

COURSE FORMAT AND GRADING

This course is based on lectures, group activity, and discussion of the reading you have done and the material we are examining. Active participation, therefore, is important! You will learn a great deal by reading and participating in our discussions of the material; this in turn will make our time in our weekly zoom meetings a good deal more fun. I love discussion and learning what you think, and believe that reading, thinking, and talking about material culture helps one lead a fulfilling adult life.

I encourage an open exchange of ideas between the class and myself. Please do not hesitate to ask questions. The only silly question is the one left unasked.

Your overall course grade will be based on several factors:

Class participation:	20%
Midterm examination:	15%
Final exam:	20%
Map Assignment:	5%
Group Project Presentation (2):	20%
Paper Proposal:	5%
Primary Source Paper:	15%

Final grade: An **A** is 90-100%; **B** 80-89%; **C** 79-70%; **D** 69-60%. Anything below is an **F**.

Your grades for work will be determined based on the following general rubric:

A: Mastery of reading and class material; factual accuracy; thoughtful, historical argumentation demonstrating ability to synthesize and/or some originality of thought; technically clean

B: Good to excellent command of most reading and class material; accuracy; good level of historical argumentation; reasonable thesis statement

C: Good command of class material; accuracy; ability to articulate a historical point of view, even if it is not compelling or is poorly reasoned

D: Poor command of required assignments; errors; ahistorical or narrow reasoning

The **Map Assignment** involves completing a map that I will provide. I realize this may seem mundane, but I will refer to a great number of places, rivers, cities, and geographic areas over the course of this semester. You will need to know them, and this assignment is designed to facilitate that. A knowledge of geography is required for this course and is a terrific thing to have in general. The map will be posted to our class website in the first week of the course.

The **midterm examination** will include a discussion of a reading passage and a choice from among several general short answer questions. The **final exam** will also include a longer essay. You will not be examined on material not yet covered in lecture or the readings. You will be graded on your command of the material. While you are not graded on their writing for examinations, answers must be in essay form with complete paragraphs and sentences. Students who find themselves running out of time towards the end of an examination period may begin to outline the remainder of their answer.

Participation/discussion is an important part of this course and important for keeping our weekly meetings going. Each week we will discuss primary source readings (that is, readings written by the people we are studying) in our sessions. In these sessions I will ask questions of you regarding the material. Your participation grade will be based on 1) your answers to these questions as well as 2) the questions you ask of the presenters during each week's group presentation. In addition, an additional way to earn participation points is to ask questions directly of me, as I plan on including answers to class questions in our weekly lectures. I highly encourage you to ask questions. Never be afraid to seek out context or be willing to admit you do not understand something.

Group Presentations will occur every Thursday. These will consist of groups of 2-3 students and will involve a 15 (at minimum) minute presentation on a significant historical figure, event, textual source, or artistic achievement relevant to the material of the week. Presenters will provide an overview of the topic, pertinent information about the material, and ask questions of the class about it. We will then discuss these presentations in class. Presenters should also be prepared to answer questions about the material, and I expect audience members to ask questions (this is an excellent way to earn participation points); I will also ask questions of the presenters myself. We will form our groups in the first week of the semester. Each group will present twice over the course of the semester.

The **Primary Source Paper** is a short (4-5 page) paper that examines a key primary source. More information on this will come later in the semester. I will provide a lengthy list of potential topics. The **Paper Proposal** is a 1 page document informing me of what you plan to work on, why you have selected it, and what you hope to gain from your study of it. We will meet in person to discuss your paper proposal, its feasibility, and potential avenues of exploration for your work.

You will be graded on both the content and the written presentation of your work. All papers will be graded on the degree to which they fulfill the assignment, as well as on the clarity and quality of their arguments and presentation, their ability to assess other arguments and use evidence effectively and critically. To repeat, the quality of your writing **is** a part of all paper grades.

I am available, whether in person or via email, to help you with your work, especially your writing. I love doing this. Please seek me out. Students are often not aware that faculty members are here to help. My door (virtually, at least) is open. In addition, we has a Writing Center (website: <https://inside.tamuc.edu/academics/colleges/humanitiessocialsciencesarts/departments/literatureLanguages/writingCenter/default.aspx/>) that may be of aid. I encourage you to seek them out. Your tuition dollars help fund this; taking advantage of such resources is only to your benefit.

INFORMATION FOR STUDENTS WITH DISABILITIES

Students with disabilities should please seek me out at their earliest convenience. I cannot stress this enough. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact: Student Disability Resources & Services, 903-886-5150, email:

StudentDisabilityServices@tamuc.edu. They are a powerful force for student advocacy and ensuring students receive the accommodations they are entitled to.

COVID

Here is the link to Texas A&M-Commerce's Fall Plan for Covid-19 Management:

<https://storage.googleapis.com/stateless-new-tamuc-edu/2021/08/20d3bc45-new-fall-2021-covid-19-management-and-guidance-plan-8-13-2021-revised.pdf>

Texas A&M-Commerce strongly recommends that all students, faculty, and staff are vaccinated, wear masks in public places, and wash hands frequently to reduce the spread of Covid 19. I am vaccinated, will comply with all mandatory university testing, and will wear my mask while on campus. I have management over my classroom. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct. Students should refer to the link above for more information on your responsibilities and requirements as a student. Please do not come to class if you are ill or must quarantine. Do your part in keeping your classmates, instructor, and our families with young children well. Covid-related absences will be excused and all work can be made up. Contact me for more information

OFFICE HOURS

Due to circumstances regarding COVID, I am holding office hours virtually this semester. This isn't how I normally do things but is the best compromise given the times. I strongly encourage you to set up a separate, individual meeting with me should you need to talk. I have considerable flexibility with my time and can accommodate many different schedules. As students who have taken my courses previously know, my door is open to any and all who need to talk. Simply send me an email and we can set something up.

SOME WORDS ON ACADEMIC DISHONESTY AND THE USE OF SOURCES

Plagiarism is presenting the words or ideas of another author as if your own. If you consult some books or look at web sites, cite them fully and properly. If you use the words of others, put quotation marks around them (or use a block quote) and cite your source. In case you have questions about what plagiarism is, here is the definition that the History Department uses (for more, please see the History Department's Statement of Academic Integrity at <https://inside.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/history/Current%20Students/academicIntegrityPolicy.aspx>):

Plagiarism: "1. The action or practice of plagiarizing; the wrongful publication or purloining, and publication as one's own of the ideas, or expression of the ideas (literary, artistic, musical, mechanical, etc.) of another." Oxford English Dictionary.

Students should know that plagiarism occurs any time another's ideas or words are used without attribution. Direct quotations must be cited and set off from other text by quotation marks (""); paraphrasing of another's ideas must also be cited. Copying from other students is also plagiarism. Any offense wholly or partially touching the above definition constitutes plagiarism for the purposes of this policy.

Faculty members take plagiarism very seriously for two main reasons. First, it represents a subversion of the learning process and cheapens the learning experience for other students as well as the offender. Secondly, college faculty themselves must strictly abide by rules governing their scholarly work, including prohibitions against plagiarism. It is a core value of scholarly professionalism to acknowledge the intellectual contributions of others. It is also an element of our civil and criminal law, as well as the ethical standards of the learned professions—i.e. accounting, architecture, engineering, law, medicine, etc.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism.

Plagiarism will be reported to the Chair of the Department of History and the Dean of Students. In addition, a letter indicating you have plagiarized will be placed in your file with the College of Humanities, Social Sciences and Arts. Deliberate or repeated plagiarism will result in a grade of **F for the course** and a letter sent to the dean to be placed in your permanent file (this is in accord with university policy). If you have questions about this, please **ask!** I am lenient about many things. This is not one of them. Plagiarism cheats yourself, the author you have stolen from, and your classmates. There is a wonderful way around this dilemma: do not plagiarize.

As an attempt to stop plagiarism—a problem present on many college campuses—our university has acquired a subscription to the website turnitin.com. All of your papers will be submitted by e-mail to this site in an effort to prevent plagiarism.

Significantly more information about our university's academic standards and regulations can be found here: (<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>). Please familiarize yourself with this site: not only does it provide a useful list of rules, it contains invaluable information regarding your rights and abilities as students at our university.

Relevant to this topic, materials from the course cannot be shared outside the course without my written permission.

STATEMENT ON STUDENT GRIEVANCES:

Students who have questions or concerns about the Instructor's course policies or the conduct either of the Instructor or a classmate should first consult with the Instructor. In the event of a lack of resolution or satisfaction on the matter, the student may bring their concerns to the head of the History Department, Sharon Kowalsky (Sharon.Kowalsky@tamuc.edu). If this does not result in a satisfactory conclusion to the matter, students may bring the issue to the attention of the Associate Dean of Students per procedures outlined on pp. 15-19 of the Student Guide Book.

TECHNOLOGY REQUIREMENTS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements.

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

NONDISCRIMINATION NOTICE

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

CONCEALED CARRY STATEMENT

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-COMMERCE SUPPORTS STUDENTS' MENTAL HEALTH

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel.

COURSE SCHEDULE:

The University Calendar can be found here: <https://inside.tamuc.edu/admissions/registrar/academicCalendars/>

Week One: Begins 8/31	Course Introduction and Roman Prehistory Map Assignment distributed by September 2 Presentation rosters established September 2
Week Two: Begins 9/7	Early Rome: what is <i>res publica</i> ? Group 1 presents Thursday September 9
Week Three: Begins 9/14	Roman culture: what does it mean to be "Roman"? Group 2 presents Thursday September 16
Week Four: Begins 9/21	The Punic Wars Group 3 presents Thursday September 23 Map Assignment due September 23 (deliver in person or scan/photo and email)
Week Five: Begins 9/28	The price of conquest: the Gracchi and social revolution Group 4 presents Thursday September 30
Week Six: Begins 10/5	Tensions at home: optimates and populares Group 5 presents Thursday October 7

- Week Seven:** The cracks widen: Marius and Sulla
Begins 10/12 Group 6 presents Thursday October 14
- Week Eight:** The first century BCE continued
Begins 10/19 **MIDTERM EXAMINATION** is this week (10/21)
- Week Nine:** Julius Caesar, Catiline, Triumvirates, and the end of the Republic
Begins 10/26 Group 1 presents (again) Thursday October 28
Paper proposal due this week
- Week Ten:** Octavian and “restoration”
Begins 11/2 Group 2 presents (again) Thursday November 4
- Week Eleven:** Augustus and the Roman Empire
Begins 11/9 Group 3 presents (again) Thursday November 11
- Week Twelve:** The Julio-Claudians
Begins 11/16 Group 4 presents (again) Thursday November 18
- Week Thirteen:** Vespasian and the Flavians
Begins 11/23 Thursday 11/25 is Thanksgiving Break! Enjoy your rest.
- Week Fourteen:** The Five Good Emperors
Begins 11/30 Group 5 presents (again) Thursday December 2
- Week Fifteen:** The Legacy of Rome
Begins 12/7 Group 6 presents (again) Thursday December 9
Paper due 12/10
- Final Examination:** Tuesday, December 14, from 10:30AM-12:30 PM.

The university's final exam calendar can be found here:

<https://inside.tamuc.edu/admissions/registrar/academiccalendars/final-exam-schedule.aspx>