HIST532: THE ROMAN REPUBLIC AND EMPIRE

Course Summary

Course: HIST532   Title: The Roman Republic and Empire

Length of Course: 8

Prerequisites: N/A   Credit Hours: 3

Description

Course Description: This course is a study of Roman civilization from its beginnings to the collapse of the Western Roman Empire in the 5th century AD. The course emphasizes ancient Rome's constitutional, political, economic, social, diplomatic, military, naval, maritime, artistic, architectural, engineering, legal, philosophical and intellectual dynamics. Key topics include the Roman way of land and naval warfare, maritime trade and the economy, Punic and Gallic Wars, imperial expansion, transition from Republic to Empire, the Imperial system, Republic and Imperial constitutions, and the impact of Ancient Rome on the evolving Western Civilization.

Course Scope: The Roman Republic and Empire, encompasses the history of Rome from its foundations as a tiny monarchical Italian city-state, through the establishment of the Roman Republic, the territorial expansion throughout the Mediterranean to the gradual emergence of the Roman Empire with the attendant collapse of the Republican polity and the establishment of an imperial monarchy through to the decline and collapse of the Western Roman Empire in the late 5th Century AD. The course follows a chronological order, focusing on major turning points in Roman history. Course content also includes thematic emphases on specific aspects of Roman society, critical examination of the ancient sources, and assessment of modern scholarly theories.

Objectives

By the end of this course, you will be able to:

- CO-1 Distinguish the individual factors that contributed to the development of major political and military milestones in early Roman history.
- CO-2 Distinguish the individual factors that contributed to the development of major political and military milestones in Roman Republican history.

- CO-3 Distinguish the individual factors that contributed to the development of major political and military milestones in the Roman Empire.
- CO-4 Analyze the social, economic, and religious elements of ancient Roman society.
- CO-5 Examine significant literary genres of Roman society.
- CO-6 Examine significant non-literary sources for Roman history.
- CO-7 Assess the strengths and weaknesses of current theories on significant aspects of Roman society.

Outline

Week 1: Introduction to the Course/Early Rome

Learning Outcomes
- LO-1: Familiarize yourself with the expectations and get to know your classmates
- LO-2: Distinguish the principal events in the establishment of Rome as a sovereign city-state
- LO-3: Analyze the political, constitutional, economic, social, religious and diplomatic impacts of Roman expansion
- LO-4: Identify challenges with the sources for early Rome

Reading and Resources
Links for all readings are provided in the course e-reserve. This is located in each of the weekly lessons.

- selections from Livy
- selections from Polybius
- selections from Plutarch
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Assignments
- Welcome Discussion – The Introductions discussion is due at the end of the week on Sunday. In subsequent weeks, the initial post is due mid-week.
- Week 1 Discussion

Week 2: Roman Republic

Learning Outcomes
- LO-1: Analyze the political, constitutional, economic, social, and religious shifts of the Late Roman Republic
- LO-2: Distinguish the causes and impacts of the Social War
- LO-3: Analyze significant historiographical sources for the Roman Republic

Reading and Resources
Links for all readings are provided in the course e-reserve. This is located in each of the weekly lessons.

- Plutarch, *Life of Tiberius Gracchus*
- Mellor, *The Roman Historians*, ch. 2

- Sallust, *War with Jugurtha* selections
- Plutarch, *Life of Sulla*

Assignments
- Week 2 Discussion

Week 3: Fall of the Republic
Learning Outcomes
- LO-1: Distinguish key individuals and events in the decline of the Roman Republic
- LO-2: Assess the impact of imperial expansion and domestic discontent on the political and constitutional context of the Republic
- LO-3: Distinguish the causes and impacts of the Gallic Wars
- LO-4: Analyze primary source evidence for the fall of the Late Republic

Reading and Resources
Links for all readings are provided in the course e-reserve. This is located in each of the weekly lessons.

- Plutarch, *Life of Pompey*
- Sallust, *War with Catiline*
- Plutarch, *Life of Julius Caesar*

Assignments
- Week 3 Discussion

Week 4: Augustus and Tiberius
Learning Outcomes
- LO-1: Distinguish the principal domestic, political, constitutional and imperial events in the reigns of Augustus and Tiberius
- LO-2: Analyze the themes and structures of Roman historiography in the imperial age
- LO-3: Complete a formal assignment that prioritizes perspective and primary source evidence

Reading and Resources
Links for all readings are provided in the course e-reserve. This is located in each of the weekly lessons.

- Suetonius, *Life of Augustus*
- Augustus, *Res Gestae*
- Brunt, "Role of the Senate"
- Tacitus, *Annals* selections

Assignments
- Assignment 1
- Week 4 Discussion

Week 5: Claudius and Nero

Learning Outcomes
- LO-1: Analyze the principal domestic, political, constitutional and imperial norms in the reigns of Claudius and Nero
- LO-2: Examine and explain the form and function of social hierarchies in Roman society
- LO-3: Apply emic and etic perspectives to imperial evaluations
- LO-4: Assess the value of the satiric genre for reconstructing Roman history

Reading and Resources
Links for all readings are provided in the course e-reserve. This is located in each of the weekly lessons.

- Suetonius, *Life of Claudius*
- Suetonius, *Life of Nero*
- Tacitus, *Annals* selections
- Juvenal, *Satires* 1, 3, 5, 6
- Lavan, "Empire in the Age of Nero"

Assignments
- Week 5 Discussion

Week 6: The Flavians through the Five Good Emperors; Religion in the Roman Empire

Learning Outcomes
- LO-1: Distinguish the principal events of the Flavian Dynasty and the Era of the Five Good Emperors
- LO-2: Analyze the nature of religion in the Roman Empire
- LO-3: Analyze the relationship between the Roman state and various religious groups
- LO-4: Distinguish the causes of the First Jewish War
- LO-5: Assess scholarly theories on the nature of Roman religion

Reading and Resources
Links for all readings are provided in the course e-reserve. This is located in each of the weekly lessons.

- Cary, "Introduction to Dio Cassius"
- Cassius Dio, *Roman History* 65-72
- King, "Organization of Roman Religious Beliefs"
- "The First Jewish War," pdf reading
- Perkins, *The Suffering Self*, ch. 1
- Primary source selections

Assignments
- Week 6 Discussion

Week 7: Commodus through Diocletian

Learning Outcomes
- LO-1: Distinguish the principal events of the Severan dynasty and the reign of Diocletian
- LO-2: Analyze the role of the army in Roman politics
- LO-3: Assess scholarly theories on the nature of the third century crisis
- LO-4: Identify and assess digital resources for the Roman army

Reading and Resources
Links for all readings are provided in the course e-reserve. This is located in each of the weekly lessons.

- Herodian, *History of the Roman Empire* selections
- Liebeschuetz, "Was There a Crisis of the Third Century?"
- Hekster, "Fighting for Rome"

Assignments
- Week 7 Discussion

Week 8: Constantine to the Fall of Rome; Benefaction

Learning Outcomes
- LO-1: Assess the reign of Constantine
- LO-2: Distinguish the principal reasons for the fall of Rome
- LO-3: Complete a formal presentation that analyzes the form and function of Roman benefaction
- LO-4: Participate in a formal peer review process

Reading and Resources
Links for all readings are provided in the course e-reserve. This is located in each of the weekly lessons.

- Lenski, *Constantine and the Cities*, ch 1
- MacMullen, "Roman Imperial Building in the Provinces"
- Zuiderhoek, *Politics of Munificence in the Roman Empire*, ch. 1

Assignments
- Assignment 2
- Week 8 Discussion

Evaluation

Late Assignments

Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion. Faculty recognize that students have limited time and maybe more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact DSA@apus.edu.

Grading

Name	Grade %
Discussions	**60%**
Assignments	**40%**

Materials

Book Title: Various resources from Trefry Library and/or the Open Web are used. Links provided inside the classroom.

All required readings are located in the Reading and Resources tab under the Lessons tab.

Course Guidelines

Writing Expectations

All activities completed in this course are to follow the stated instructions (inside the classroom). Always check the grading rubrics to see what your instructor will be on the lookout for when grading your work. Also, be sure you have read the APUS Plagiarism Policy (the entire Academic Dishonesty section) before submitting work in this or in any other course. See the above Course Outline or the Policies section on this Syllabus for links.

Citation and Reference Style

Attention: You will follow the citation style that is common to your discipline. Instructions regarding citation styles are included in the classroom.

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**Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact DSA@apus.edu.

Also, completing all Assignments (under the Assignments tab) is paramount to your success in this course.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate, both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and flaming. Such activity and the loss of good manners are not acceptable in a university setting. Basic academic rules of good behavior and proper Netiquette must persist. Remember that you are in a place for the rewards and excitement of learning, which does not include descent to personal attacks or student attempts to stifle the learning of others.

- Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add emoticons to help alert your readers: ;-), :), .

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the Student Handbook, and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- Tips on Using the Office 365 Email Tool

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high-quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.