Syllabus – HIS 5341-700
Fall of the Roman Republic
Summer I 2023

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A. Course Description
This class will survey the political and societal transformation of Rome over the course of the crisis and collapse of the Late Republic. As this is the best-documented period of the ancient world, we will take the opportunity to practice reading and analyzing ancient primary sources in translation in preparation for students to advance their own theses grounded in primary source analysis in research papers.

B. Program Learning Outcomes
The SFA History Department has identified the following Program Learning Outcomes (PLOs) for all SFA students earning an M.A. degree in History:
- The student will be able to explain the key issues and developments in at least two historical periods (one per course).
- The student will be able to identify the main historical works and interpretive debates associated with an event or period.
- The student will be able to locate, identify, and critically analyze primary sources.
- The student will be able to research and analyze effectively an issue or topic in writing.
- The student will be able to present written work in an appropriate academic style, including the proper citation of sources using Chicago Manual of Style.

C. Texts and Materials
- Primary and secondary sources accessible through D2L.

D. Course Requirements
1. Discussion Participation (40% of course grade):
- For every session, you will complete the required readings listed in the course calendar on D2L before our scheduled discussion. As you read, consider the study questions posted for each set of readings to focus your attention and form opinions. We will meet via Zoom from 6-8:30 pm every Tuesday and Thursday evening.
- During each of these discussions, I will carefully assess and take note of the quantity and especially quality of each student’s contributions to the discussion. I expect that you will read each assigned text thoughtfully and contribute meaningfully and frequently to the class discussion.
• You should not consider this portion of your course grade to be “free points,” nor should you expect a passing participation grade if you do not consistently complete all the readings or only offer occasional comments during class discussions. Full credit in this category can only be earned by consistently providing meaningful, well-informed, and insightful contributions to each discussion session.

2. Context Presentation & Discussion Leadership (15% of course grade):
• Once during the term, you will be responsible for introducing the historical context for our discussion and getting us off to a strong start with our discussion. This will require the following:
  • You will conduct independent research with reliable sources and prepare a 15-20 minute presentation about the historical context of the sources we read that week. Synthesize for the class the major events in Roman history during the range of years specified for each session.
  • You will then host a brief Q&A session during which you must be prepared to offer factual clarification to your fellow students.
  • Finally, you will lead the first part of our class discussion with 4-5 discussion questions you prepared in advance. You will be responsible for asking follow-up questions of your peers to stimulate the discussion and encourage participants to develop their ideas further.

3. Outline Defense (15% of course grade)
• During our final Zoom session, you will present your research project, methodology, and argument to the class. Your presentation should be approximately 15-20 minutes in length.
  • Prepare a one-page, concise outline in bullet point format to share with the class during your presentation. You must clearly state your thesis at the top of the page, followed by your major sub-arguments with evidence.
  • After presenting your argument, you will defend your thesis in a follow-up Q&A session.
  • As part of your assignment grade, you will also need to engage with each of your peers during their respective Q&A sessions, asking probing questions and offering constructive criticism and suggestions for revisions.

4. Final Paper (30% of course grade):
• You will write a concise, argumentative essay of 8-10 pages in length, advancing a clear and consistent thesis based on your own analysis of primary-sources from the Late Republic. This is to be an argumentative essay written for an audience already familiar with Roman history, so a narrative or descriptive exposition will not suffice.
  • While you should consult available secondary sources (from JSTOR or the library website) and engage in some historiographical discussion, the central focus should be to advance your argument using primary-source evidence.
  • I will check in periodically to monitor your progress, but understand that you are solely responsible for directing and completing your own research.
  • Your final paper should follow all appropriate conventions for the field, including the appropriate use of Chicago-style footnote citations and bibliography. All footnotes
must include the specific page number(s) you are referencing. It is your responsibility to ensure that you do not plagiarize another scholar’s findings, intentionally or unintentionally. As you should already be aware, plagiarism is not just copying the wording of another author, but rather presenting someone else’s work (including their ideas, research findings, arguments, etc.) as your own in any way by failing to cite specific arguments or information you gleaned from another author’s published works.

**E. Grading Scale**

- A 90-100%
- B 80-89.9%
- C 70-79.9%
- D 60-69.9%
- F 59.9% & below

**F. Course Policies**

a. **Attendance:** While the entire course will be completed remotely, twice weekly we will hold a synchronous video-chat via Zoom to discuss the assigned texts for that week. Attendance is mandatory and failure to attend any session will have a significant negative impact on the participation grade. In cases of documented emergency or if I am notified well in advance of an academically legitimate conflict, **at my own discretion** I may allow a student to submit **a written assignment** to make up for the absence. **If a student misses more than two discussions without my leave, that student will automatically fail the course.**

b. **Discussion Participation:** Merely attending Zoom sessions and offering the occasional comment will not ensure a passing participation grade. During every discussion I will assess each student’s preparedness and willingness to contribute, as well as their ability to contribute meaningfully. My baseline expectation is that each student will have completed all of the assigned readings for that session and come prepared to discuss these texts critically. Students would do well to contemplate the discussion questions and come to defensible opinions about these before each course.

c. **Course Pacing:** This course is not self-paced. Each session, students will complete all of the assigned readings for that session before the scheduled Zoom discussion. Unless otherwise stated, late work will be penalized by the deduction of 20% for every day after the assignment was due.

d. **Communication:** Aside from scheduled Zoom sessions, communication for this course will be conducted entirely through the university email or Brightspace (D2L). It is essential for your success in this course that you check your email and the Brightspace course page frequently. Barring an unforeseen emergency, my policy is that all emails received between Monday morning and Friday at noon will be answered within 24
hours. Emails sent between Friday at noon and Sunday night will receive replies the first
weekday after they are received.

e. Academic Integrity: I expect all written work in this course to be the student’s own. In
particular, if I detect that a student has plagiarized published or online materials – even
if the student has not used any words from that source – that student will be penalized
at a minimum with a zero on the assignment and possibly with an F in the course and a
report to the dean and department chair.

Academic integrity is a responsibility of all university faculty and students. Faculty
members promote academic integrity in multiple ways including instruction on the
components of academic honesty, as well as abiding by university policy on penalties for
cheating and plagiarism.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not
limited to (1) using or attempting to use unauthorized materials to aid in achieving a
better grade on a component of a class; (2) the falsification or invention of any
information, including citations, on an assigned exercise; and/or (3) helping or
attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting
the words or ideas of another person as if they were your own. Examples of plagiarism
are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least
partly the work of another; (2) submitting a work that has been purchased or otherwise
obtained from an Internet source or another source; and (3) incorporating the words or
ideas of an author into one’s paper without giving the author due credit. Please read the
complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

f. Withheld Grades *(Semester Grades Policy, A-54)*: Ordinarily, at the discretion of the
instructor of record and with the approval of the academic chair/director, a grade of WH
will be assigned only if the student cannot complete the course work because of
unavoidable circumstances. Students must complete the work within one calendar year
from the end of the semester in which they receive a WH, or the grade automatically
becomes an F. If students register for the same course in future terms the WH will
automatically become an F and will be counted as a repeated course for the purpose of
computing the grade point average.

g. Students with Disabilities: To obtain disability related accommodations, alternate
formats and/or auxiliary aids, students with disabilities must contact the Office of
Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004
(TDD) as early as possible in the semester. Once verified, ODS will notify the course
instructor and outline the accommodation and/or auxiliary aids to be provided. Failure
to request services in a timely manner may delay your accommodations. For additional
information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)
h. Technical support: If you need help navigating Brightspace (D2L), visit SFA Online's Brightspace Student Support & Tutorials page immediately. Specifically, make sure your browser settings are appropriate for Brightspace. (View this video on browser settings.)

The technical nature of the course demands preparation on your part. You should submit all discussion postings, activities, quizzes, etc. early enough to account for technical difficulties. SFA Online's Student Services page offers a variety of support. Students who have technical difficulties with Brightspace (D2L) should email SFA's Brightspace Support Team at d2l@sfasu.edu (from your SFA or personal email account) or call them at 888.357.3278 or 936.468.1919 (available Monday through Friday from 8 a.m. to 5 p.m.) The members of SFA’s Brightspace Support Team are true professionals and will do their best to help you. Though you may be frustrated and exasperated by technological difficulties when you call them, please remember to extend to them the utmost respect and courtesy. For general computer and Internet issues that are not Brightspace-related, visit the Technical Support Center.

*I reserve the right to modify this syllabus to enhance student learning.

G. Course Calendar

- Tues, May 30th: Introduction to Republican Rome

- Thurs, Jun 1st: Popular Politics in the Late Republic
  - Polybius 6.3-18
  - Fergus Millar, The Crowd in the Late Republic (1998) – Excerpts on Brightspace
  - Henrik Mouritsen, Plebs and Politics in the Late Roman Republic (2001) – Excerpts on Brightspace

- Tues, Jun 6th: From the Gracchi to Sulla (133-78 BCE)
  - Appian: Civil Wars Book 1, 1-3, 7-17, 21-27
  - Plutarch: Tiberius Gracchus, 1, 8-21
  - Plutarch: Gaius Gracchus, 3-18
  - Plutarch: Marius, 9-11.1, 12.1, 28-35, 41-46
  - Plutarch: Sulla, 7-10, 30-33
  - Appian: Civil Wars Book 1, 98-103
  - Cassius Dio Book 33, 106-107, 109-110

- Thurs, Jun 8th: Crassus, Pompey, & Cicero (78-62 BCE)
  - Appian: Civil Wars Book 1, 105-108, 115-121
  - Appian: Mithridatic War, 91-95
  - Cassius Dio Book 36, 23-37, 43-45
  - Plutarch: Pompey, 6, 8-10.2, 14-18.1, 21-30
• Tues, Jun 13th: The First Triumvirate (61-54 BCE)
  o Appian: Civil Wars Book 2, 8-18
  o Cassius Dio Book 37, 45, 49-52.1, 54-58
  o Cassius Dio Book 38, 1-17, 30
  o Cassius Dio Book 39, 6-11, 18-33
  o Plutarch: Lucullus, 42.4-8
  o Plutarch: Pompey, 42-52
  o Plutarch: Crassus, 14-16
  o Plutarch: Caesar, 13-15, 21
  o Suetonius: Caesar, 18-25
  o Plutarch: Cato the Younger, 30-34, 40-42
  o Plutarch: Cicero, 28-35
  o Cicero: Letters
    ▪ 61-60 BCE: To Atticus 1.13 (par. 2); 1.14 (par. 1); 1.16 (par. 3); 1.17 (par. 3); 1.18; 1.19 (par. 2), * 2.3 (par. 2)
    ▪ 59 BCE: To Atticus 2.5, 2.15 (par. 1); 2.18; 2.19; 2.20; 2.21; 2.22; 2.24; To his Brother Quintus 1.2 (par. 7 [final par.])
    ▪ 57-56 BCE: To Atticus (57 BCE): 4.1; 4.3; To his Brother Quintus 2.3
    ▪ 55-54 BCE: To his Friends 1.8; 5.8 (to Crassus); To Atticus 4.18

• Thurs, Jun 15th: Civil War & the Dictatorship of Caesar (53-44 BCE)
  o Cassius Dio Book 40, 44-46, 48-66
  o Plutarch: Cato the Younger, 43.5-43.6, 47-49, 51-52.3
  o Plutarch: Pompey, 53-62
  o Cassius Dio Book 41, 1-5, 37-38, 53-55
  o Cassius Dio Book 42, 20-21, 44, 50-51
  o Cassius Dio Book 43, 14, 19-21, 24-27, 44-47, 49-51
  o Cassius Dio Book 44, 1-11
  o Appian: Civil Wars Book 2, 19-36, 66-67, 70, 83-90, 101-102, 106-117
  o Suetonius: Caesar, 26-31, 75-80
  o Plutarch: Caesar, 28-32, 46, 51, 55, 57-62, 68
  o Plutarch: Antony, 12-13
  o Plutarch: Brutus, 7-9
- **Caesar: Gallic Wars Book 8**, 50-55
- **Caesar: Civil Wars Book 1**, 1-11, 22, 26; **Book 1**, 32; **Book 1**, 85. **Book 3**, 1
- Cicero: **Letters**
  - 51 BCE: *To Atticus* 5.11 (par. 2); *To his Friends* 8.4, 8.5, 2.7 (to Curio), 8.9 (par. 4), 8.8 (skip first two par.), 8.10
  - 50 BCE: *To his Friends* 8.6, 8.11 (par. 2), 8.13 (par. 2), 8.14; *To Atticus*, 6.3 (par. 3), 6.8, 7.1 (first half), 7.3 (first half), 7.4, 7.6, 7.7, 7.8 (par. 2), 7.9
  - 49 BCE: *To Atticus*, 8.3, 8.15A

- **Tues, Jun 20**: The Second Triumvirate (44-31 BCE)
  - **Plutarch: Cicero**, 42-46
  - **Plutarch: Antony**, 14-82
  - **Appian: Civil Wars Book 2**, 118-129, 135, 143
  - **Cassius Dio Book 44**, 20-21, 34-35, 53
  - **Cassius Dio Book 45**, 1-15, 29-30
  - **Cassius Dio Book 46**, 39-56
  - **Cassius Dio Book 47**, 2-3, 7-8, 49
  - **Appian: Civil Wars Book 4**, 2-6, 19-20, 132, 137
  - **Appian: Civil Wars Book 5**, 3, 8-19, 25-26, 32, 52-77, 92-95, 123-126
  - **Cassius Dio Book 48**, 1-5, 15, 18, 27-31, 54
  - **Cassius Dio Book 49**, 11-12
  - **Cassius Dio Book 50**, 1-6
  - **Cassius Dio Book 51**, 5-15
  - **Suetonius: Augustus**, 8-17

- **Thurs, Jun 22**: Augustus & the Principate (31 BCE – 14 CE)
  - **Suetonius: Augustus**, 18-101
  - **Cassius Dio Book 53**, 1-17, 28
  - **Cassius Dio Book 55**, 9-10, 12-13
  - **Cassius Dio Book 56**, 1-10, 28-33
  - **Tacitus: Annals Book 1**, 1-7
  - **Augustus: Res Gestae**

- **Tues, Jun 27**: Outline Defenses

- **Thurs, Jun 29**: No Class
  - **Final Paper due by 11:59 pm on Thursday, June 29th**. 40% of the paper grade will be deducted for late submissions, and no essays will be accepted after 1 pm on Friday, June 30th.