NOTE to prospective students: This syllabus is intended to provide students who are considering taking this course an idea of what they will be learning. A more detailed syllabus will be available on the course site for enrolled students and may be more current than this sample syllabus. Summer term courses may be accelerated – please check the Ecampus Schedule of Classes for more information.

HST 322
ROMAN REPUBLIC (4)

COURSE CREDIT:
(4) This course combines approximately 120 hours of instruction, online activities, and assignments for 4 credits.

PREREQUISITES, CO-REQUISITES AND ENFORCED PREREQUISITES:
None.

COURSE DESCRIPTION:
The rise of Rome from a city-state to a world power, Rome's wars with Carthage, her growing domination of the Mediterranean, the ensuing breakdown of Roman society and traditional values, and the rise of ambitious leaders who ultimately destroyed the Republic.

Baccalaureate Core Course Attributes:
Liberal Arts Humanities Core

CONTACT INFORMATION:
For more information, contact: DAVID BISHOP, 322B MILAM, 541-737-8918, david.bishop@oregonstate.edu

Instructor: Kevin Osterloh
Email: kevin.osterloh@oregonstate.edu
Phone: 541-737-1342

Sample syllabi may not have the most up-to-date information. For accuracy, please check the ECampus Schedule of Classes to see the most current instructor information. You can search for contact information by name from the OSU Home Page.
LEARNING RESOURCES:
This class is reading-heavy. In fact, self-motivated reading and engagement with written text and visual images is the primary mechanism of learning in this course. Your learning and successful completion of this class rely on your careful reading of the primary and secondary source texts listed here. All are required; none are optional:

3. Plutarch, Fall of the Roman Republic, trans. Rex Warner (Penguin Classics);
4. Plutarch, Makers of Rome, trans. Ian Scott---Kilvert (Penguin Classics);
5. Polybius, The Rise of the Roman Empire, trans. Ian Scott---Kilvert (Penguin Classics);
6. Additional course readings marked as (PDF) available on-line at the Canvas site.

NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

Students can also click the ‘OSU Beaver Store’ link associated with the course information in the Ecampus schedule of classes for course textbook information and ordering.

STUDENT LEARNING OUTCOMES:

1. Identify and explain the significance of events, individuals, and themes of the Roman Republic, from its earliest days until the end of the Republic.
   ○ Among other moments, you will be asked to identify events, individuals, and themes of the republic in quizzes throughout the term, and in the final exam.
2. Describe the ways in which ancient historians engaged with the mythical, historical, and social developments of the Roman Republic.
   ○ Among other moments, you will engage with Livy’s account of the founding of Rome in week 1’s discussion board and response paper, and with Polybius’ account of Rome’s social psychology in a response paper you will write during week 4.
3. Evaluate the significance of turning points in the Roman Republic’s history, such as the Punic Wars, the reforms of the Gracchi, and the beginning of the Principate in light of primary and secondary source readings.
   ○ Among other moments, you will engage with these turning points in: week 4’s response paper on the Punic Wars and in week 6’s analysis paper on the Gracchi.
### COURSE CONTENT AND POLICIES:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Assignments</th>
<th>Learning Activities</th>
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| 1    | The Beginnings of Rome | Cornell, 119-150 (PDF)  
Potter, 19-33, 45-47  
L&R, §2-6, §9  
Livy, 1.6-14 (PDF)  
Livy, 1.39-49 (PDF)  
Reading Guides and Analysis Guides | Opening Questionnaire  
Discussion Board: Livy and the Founding of Rome |
| 2    | From Monarchy to Republic | Potter, 33-36, 47-53  
Cornell, 256-271 (PDF)  
Livy, 1.50-2.9 (PDF)  
Livy 3.25-29 (PDF)  
Twelve Tables: Selections (PDF) | Short-Answer Quiz 1 |
| 3    | The Early Republic, 509-c. 300 BCE: Domestic Change and Military Expansion | Potter, pp. 49-56, 58-65  
Cornell, *Beginnings of Rome*, 309-52, and 382 (PDF)  
L&R §14, §18, §20-22, §38, §39b, §45.  
Polybius, pp. 311-319, 508-13. | Discussion Board: The Comitia Centuriata  
Short-Answer Quiz 2 |
| 4    | The Punic Wars | Potter, 65-82  
Polybius, 1.5-37, 1.54-64, 3.11, 3.33-87, 3.106-113 | Response Paper: Polybius on the Punic War |
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<th>5</th>
<th>Roman Ideals and the Eastern Expansion: Encountering the Greek World</th>
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<tbody>
<tr>
<td></td>
<td>Potter, 73-79, 87-93, 94-99</td>
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<td>Crawford, 57-69 (PDF)</td>
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<td>L&amp;R, §75, §90, §168, §185-186 (selections)</td>
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<td>Polybius, 6.33-39, 53-55; 18.28-32</td>
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<td>Polybius, “Scipio’s Road to Virtue” (PDF)</td>
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<td>Livy, “Early Heroes of Rome” (PDF); “The Cook” (PDF)</td>
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<td>Speech of Lyciscus (PDF)</td>
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<td>Plutarch, Flamininus, chs. 2, 5, 10, 12</td>
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<td></td>
<td>Discussion Board: Comparing Greek Responses to Rome</td>
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<td>Quiz 3</td>
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<th>Social Crisis: The Rise and Fall of the Gracchi</th>
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<td>Crawford, 70-79, 94-122 (PDF)</td>
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<td>Potter, 82-85</td>
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<td>L&amp;R §94, §95, §102, §171</td>
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<td>Plutarch, Makers of Rome, “Life of Tiberius Gracchus” (pp. 153-174) and “Life of Gaius Gracchus” (pp. 175-193)</td>
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<td>Analysis Paper: The Gracchi (due Saturday by 5 pm)</td>
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<th>Great Men: The Republic on the Brink</th>
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<td>Potter, 117-148</td>
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<td>Plutarch, Fall of the Roman Republic, 56-104, 160-210, 323-351</td>
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<td>L&amp;R §81, §84, §103</td>
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<td>Sallust, Selections from The Jugurthine War</td>
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<td>Quiz 4</td>
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| 8  | Of Spectacle and the Sublime: Roman Civic Religion and the Public Spectacle | Beard, North, and Price, *Religions of Rome* (PDF)  
Polybius 30.22, Lucius Anicius’ Triumph (PDF)  
L&R, §47-50, §88, §172 | Discussion Board: Women in Roman Religion |
| 9  | The Age of Caesar: From Power-Sharing to the Ides of March | Potter, 149-168  
L&R §84, §113, §193 | Quiz 5 |
| 10 | From the Ides to Actium: Doomed Lovers and the Rise of Augustus | Potter, 168-193  
L&R, §114-115, §195, §206, §208-209  
Virgil, *Aeneid* 8.671-731 (PDF) | Discussion Board: Octavia: The Ideal Roman Woman? |

**Evaluation of Student Performance**

- 5 Quizzes = 7 points each, for a total of 35 points
- 1 Response paper = 10 points
- 1 Analysis paper = 15 points
- 1 Final Exam = 20 points
- 5 discussion boards = 4 points each for a total of 20 points
- Total = 100 points (100%)

**Course site login information**

Information on how to login to your course site can be found [HERE](#).
Statement Regarding Students with Disabilities

Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our Getting Started with DAS page.

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098.

Additionally, Canvas, the learning management system through which this course is offered, provides a vendor statement certifying how the platform is accessible to students with disabilities.

Academic Integrity and Student Conduct (OSU policy)

Students are expected to be honest and ethical in their academic work. Intentional acts of academic dishonesty such as cheating or plagiarism may be penalized by imposing an “F” grade in the course.

Student conduct is governed by the universities policies, as explained in the Office of the Dean of Student Life: Student Conduct and Community Standards. In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity, and respect.

Students are expected to conduct themselves in the course (e.g. on discussion boards, email postings, etc.) in compliance with the university’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded to themselves. Disrespectful behavior (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors are unacceptable and can result in sanctions as defined by Student Conduct and Community Standards.

For more info on these topics please see:

- Statement of Expectations for Student Conduct
- Student Conduct and Community Standards - Offenses
- Policy On Disruptive Behavior
Plagiarism
You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.”

Statement of Expectations for Student Conduct
Avoiding Academic Dishonesty

Turnitin Plagiarism Prevention
Your instructor may ask you to submit one or more of your writings to Turnitin, a plagiarism prevention service. Your assignment content will be checked for potential plagiarism against Internet sources, academic journal articles, and the papers of other OSU students, for common or borrowed content. Turnitin generates a report that highlights any potentially unoriginal text in your paper. The report may be submitted directly to your instructor or your instructor may elect to have you submit initial drafts through Turnitin and you will receive the report allowing you the opportunity to make adjustments and ensure that all source material has been properly cited.

Papers you submit through Turnitin for this or any class will be added to the OSU Turnitin database and may be checked against other OSU paper submissions. You will retain all rights to your written work. For further information on Turnitin please click HERE.

Technical Assistance
If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk online.

COURSE DEMO
GETTING STARTED

Tutoring
For information about possible tutoring for this course, please visit our Ecampus NetTutor page. Other resources include:

Writing Center
Online Writing Lab

Student Evaluation of Teaching
The online Student Evaluation of Teaching form will be available in week 9 and close at the end of finals week. Students will be sent instructions via ONID by the Office of Academic Programs, Assessment, and Accreditation. Students will log in to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not
tabulated until after grades are posted. Course evaluation results are very important and are used to help improve courses and the learning experience of future students. Results from questions are tabulated anonymously and go directly to instructors and unit heads/supervisors. Unless a comment is “signed,” which will associate a name with a comment, student comments on the open-ended questions are anonymous and forwarded to each instructor. “Signed” comments are forwarded to the unit head/supervisor.

**Refund Policy information**

Please see the [Ecampus website](http://ecampus.oregonstate.edu) for policy information on refunds and late fees.