



## DEPARTMENT OF HISTORICAL STUDIES

### **AN1046 The Lost Republic: Crisis and Continuity in the Late Roman Republic (146-46 BC), 7.5 credits**

Den förlorade republiken: Kris och kontinuitet i den sena romerska republiken (146-46 f.Kr.), 7,5 högskolepoäng

*First Cycle*

---

#### **Confirmation**

This course syllabus was confirmed by Department of Historical Studies on 2023-01-25 to be valid from 2023-08-28, autumn semester of 2023.

*Field of education:* Arts 100%

*Department:* Department of Historical Studies

#### **Position in the educational system**

*Main field of studies*

Classical Archeology and Ancient History

*Specialization*

G1N, First cycle, has only upper-secondary level entry requirements

#### **Entry requirements**

General entrance requirements.

#### **Learning outcomes**

On successful completion of the course the student will be able to:

*Knowledge and understanding*

- Describe and explain the major historical processes, transformations, and actors of the Late Roman Republic;
- Gather, analyse, and interpret ancient sources for the study of the Late Republic;
- Identify source problems and strategies for studying the Late Republic.

*Competence and skills*

- Develop oral and written arguments by drawing on ancient sources;
- Gather, evaluate, and synthesise a variety of scholarship;
- Communicate complex information and argumentation in oral and written formats.

*Judgement and approach*

- Critically analyse and evaluate a range of ancient textual and material sources for the study of the Late Roman Republic, particularly literary, epigraphic, and numismatic sources;
- Engage with and critically evaluate modern scholarship on the Late Republic, and pay particular attention to the ways in which ancient sources are used to support different positions;
- Summarise the major explanatory models for the historical processes and transformations in the period.

**Course content**

This course offers an introduction to the Late Republic as a historical period and field of study, with a particular focus on ancient sources, source problems, and explanatory models for the historical processes and transformations in the period.

In 146 BC the Romans destroyed Carthage and Corinth. In 133 BC a plebeian tribune was beaten to death in front of the Capitol by a mob led by the pontifex maximus (chief priest). At the other end of the period, in 49 BC Julius Caesar crossed the Rubicon, and in 46 BC crushed his enemies at the battle of Thapsus, celebrating his victory with an unprecedented quadruple triumph.

Despite repeated deeply threatening crises, Rome survived – capital of an increasingly large and organised Mediterraneanwide empire, its constantly growing populace more and more diverse, its richest citizens vastly wealthier, its cityscape more and more monumental. But the tradition of the ancestors, the rule of the aristocracy, the armies and their recruitment, the sources of wealth, the cultural horizons of the literate, the government of allies and subjects, the idea of a Roman citizen, the landscape of Italy, and Roman identity itself had all changed for ever. This course studies how.

This course will involve an examination of relevant literary and documentary sources, especially the work of Sallust, letters and speeches of Cicero, Caesar's Gallic War, and contemporary inscriptions and coins.

**Form of teaching**

The teaching for this course consists of a combination of lectures and discussion seminars.

*Language of instruction:* English

### **Assessment**

Examination, as specified in the course study guide, takes place through written assignments and seminar participation. Seminar attendance is compulsory. In the event of student absence from the compulsory seminars, at the end of the course, students will be offered the opportunity for replacement assessment in consultation with the teacher responsible for the course. Those who pass the exam may not retake the exam for a higher grade.

If a student who has twice received a failing grade for the same examination component wishes to change examiner ahead of the next examination session, such a request should be made to the department in writing and should be approved by the department unless there are special reasons to the contrary (Chapter 6 Section 22 of the Higher Education Ordinance). If a student has received a recommendation from the University of Gothenburg for study support for students with disabilities, the examiner may, where it is compatible with the learning outcomes of the course and provided that no unreasonable resources are required, decide to allow the student to sit an adjusted exam or alternative form of assessment. In the event that a course has ceased or undergone major changes, students are to be guaranteed at least three examination sessions (including the ordinary examination session) over a period of at least one year, but no more than two years after the course has ceased/been changed. The same applies to internships and professional placements (VFU), although this is restricted to just one additional examination session.

### **Grades**

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

### **Course evaluation**

Teachers on the course are responsible for ensuring that the students' views are systematically collected through written evaluations at the end of the course and that the results of the evaluations are the basis for the design of the course.

The results of and possible changes to the course will be shared with students who participated in the evaluation and students who are starting the course.