

COURSE OUTLINE
THE RISE OF ROME: A HISTORY OF THE ROMAN REPUBLIC

1. GENERAL

SCHOOL	CLASSICS AND HUMANITIES		
DEPARTMENT/UPS	HUMANITIES / PHILOLOGY, HISTORY AND ANTHROPOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE – LEVEL 6		
COURSE CODE	XXXXX	SEMESTER	5 TH
COURSE TITLE	THE RISE OF ROME: A HISTORY OF THE ROMAN REPUBLIC		
TEACHING ACTIVITIES <i>If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.</i>	TEACHING HOURS PER WEEK	ECTS CREDITS	
	3	4	
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	SCIENTIFIC AREA		
PREREQUISITES:	NO		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
COURSE OFFERED TO ERASMUS STUDENTS:	YES		
COURSE URL:	https://eclass.duth.gr/courses/XXXXXX/		

2. LEARNING OUTCOMES

Learning Outcomes <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>																		
<p>Upon successful completion of the course, participants will be able to:</p> <ul style="list-style-type: none"> • understand the significance of Roman history for Greek history and the shaping of Greek identity • identify the historical phases that led to Rome’s transformation from a small city in Latium to a Mediterranean empire • interpret the relationships between Greek cities, leagues, and individuals with the Roman Senate • summarize the main stages in the development of the Roman Republic • interpret the phenomenon of Rome’s rise and its dominance in the Mediterranean 																		
<p>General Skills <i>Name the desirable general skills upon successful completion of the module</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search, analysis and synthesis of data and information,</i></td> <td style="width: 50%; border: none;"><i>Project design and management</i></td> </tr> <tr> <td style="border: none;"><i>ICT Use</i></td> <td style="border: none;"><i>Equity and Inclusion</i></td> </tr> <tr> <td style="border: none;"><i>Adaptation to new situations</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Decision making</i></td> <td style="border: none;"><i>Sustainability</i></td> </tr> <tr> <td style="border: none;"><i>Autonomous work</i></td> <td style="border: none;"><i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Teamwork</i></td> <td style="border: none;"><i>Critical thinking</i></td> </tr> <tr> <td style="border: none;"><i>Working in an international environment</i></td> <td style="border: none;"><i>Promoting free, creative and inductive reasoning</i></td> </tr> <tr> <td style="border: none;"><i>Working in an interdisciplinary environment</i></td> <td></td> </tr> <tr> <td style="border: none;"><i>Production of new research ideas</i></td> <td></td> </tr> </table>	<i>Search, analysis and synthesis of data and information,</i>	<i>Project design and management</i>	<i>ICT Use</i>	<i>Equity and Inclusion</i>	<i>Adaptation to new situations</i>	<i>Respect for the natural environment</i>	<i>Decision making</i>	<i>Sustainability</i>	<i>Autonomous work</i>	<i>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</i>	<i>Teamwork</i>	<i>Critical thinking</i>	<i>Working in an international environment</i>	<i>Promoting free, creative and inductive reasoning</i>	<i>Working in an interdisciplinary environment</i>		<i>Production of new research ideas</i>	
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<ul style="list-style-type: none"> • Search, analysis, and synthesis of data and information, using the necessary technologies • Independent work • Teamwork • Respect for diversity and multiculturalism • Promotion of free, creative, and inductive thinking • Practice of critical thinking 																		

3. COURSE CONTENT

1	<ul style="list-style-type: none"> • Introduction 	<ul style="list-style-type: none"> • Introduction to students and presentation of the course content, objectives, learning outcomes, and requirements • The importance of Athens for Greek history and identity • Primary sources • Overview of contemporary research, bibliography, and methodology
2	<ul style="list-style-type: none"> • Pre-Roman Italy – The Etruscans 	<ul style="list-style-type: none"> • Pre-Roman Italy • The peoples of Italy (750–400 BCE) • The Phoenicians • The Greeks of Italy • The Etruscans • Society, economy, and culture of the Etruscans
3	<ul style="list-style-type: none"> • The Early Roman Republic (Part I) 	<ul style="list-style-type: none"> • The founding of Rome • The kings of Rome • The transition to the Republic • The Roman Republic from 509 to 287 BCE • The first form of the Republic • Social and political conflicts
4	<ul style="list-style-type: none"> • The Early Roman Republic (Part II) 	<ul style="list-style-type: none"> • The conquest of Italy and its consequences • The system of Roman alliances within Italy and the citizen communities • Pyrrhus and Rome
5	<ul style="list-style-type: none"> • Society and politics in the years of the Republic 	<ul style="list-style-type: none"> • Society of ancient Rome • Values of ancient Rome • Roman family • Patronage • The political system • The classes • Patricians and plebeians in the years of the Republic
6	<ul style="list-style-type: none"> • Roman expansionism in the western Mediterranean 	<ul style="list-style-type: none"> • The Punic Wars
7	<ul style="list-style-type: none"> • Rome and the Hellenistic East (Part I) 	<ul style="list-style-type: none"> • Illyrian Wars • Rome and Macedonia • Macedonian Wars • Rome's power dynamics up to the end of the 3rd century BCE • Greek leagues – Rome and the balance of power in the traditional Greek world
8	<ul style="list-style-type: none"> • Rome and the Hellenistic East (Part II) 	<ul style="list-style-type: none"> • The Hellenistic monarchies and Rome: Seleucids, Attalids, Ptolemies • The Roman provinces in the Hellenistic East • Roman administration of the Mediterranean
9	<ul style="list-style-type: none"> • Roman Imperialism 	<ul style="list-style-type: none"> • Roman imperialism: ancient and modern approaches • The consequences of expansionism for Rome and Italy • The path toward the era of the Gracchi • The Gracchi • The rise of Marius
10	<ul style="list-style-type: none"> • The 1st c. BCE (Part I) 	<ul style="list-style-type: none"> • Marius and Sulla • Mithridates VI, First and Second Mithridatic Wars • Pompey the Great • Julius Caesar
11	<ul style="list-style-type: none"> • The 1st c. BCE (Part II) 	<ul style="list-style-type: none"> • The rise of Julius Caesar

		<ul style="list-style-type: none"> • From the First Triumvirate to the Rubicon • Mark Antony • Octavian • Cicero • The final days of the Roman Republic
12	<ul style="list-style-type: none"> • Society, Economy and Culture in the 2nd and 1st c. BCE 	<ul style="list-style-type: none"> • Social transformations • Women • Slaves • Education • Economy • Culture • The cultural encounter between Greeks and Romans • The cities of the Greek world during the last two centuries of the Roman Republic
13	<ul style="list-style-type: none"> • Summary 	<ul style="list-style-type: none"> • Recap • Addressing questions • Student feedback

4. LEARNING & TEACHING METHODS - EVALUATION

<p>TEACHING METHOD <i>Face to face, Distance learning, etc.</i></p>	<ul style="list-style-type: none"> • Lectures • Active learning (hands-on learning) - Experiential learning • Collaborative learning 																		
<p>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i></p>	<p>Use of ICT in teaching and communication with students</p> <ul style="list-style-type: none"> • PPT presentations • Teaching material, announcements and communication through the eClass platform • Student study of supplementary material related to course content • Communication with students via email 																		
<p>TEACHING ORGANIZATION <i>The ways and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.</i></p> <p><i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i></p>	<table border="1"> <thead> <tr> <th><i>Activity</i></th> <th><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Seminar</td> <td>3</td> </tr> <tr> <td>Field-trip</td> <td>3</td> </tr> <tr> <td>Independent study</td> <td rowspan="4">72</td> </tr> <tr> <td>Progress assessments</td> </tr> <tr> <td>Exam preparation</td> </tr> <tr> <td>Self-assessment exercises</td> </tr> <tr> <td>Interactive activities</td> <td rowspan="2">3</td> </tr> <tr> <td>Written exam</td> </tr> <tr> <td>Total</td> <td>120</td> </tr> </tbody> </table>	<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Seminar	3	Field-trip	3	Independent study	72	Progress assessments	Exam preparation	Self-assessment exercises	Interactive activities	3	Written exam	Total	120
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<p>STUDENT EVALUATION <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Formative</p> <p>Evaluation Language: Greek (English for Erasmus students) Written Examination (100% of final grade)</p> <p>Optional Components:</p> <ol style="list-style-type: none"> 1. Individual Written Assignment (30% of the final grade) 2. Progress Check (5% of the final grade) <p>Format of the Written Examination:</p>																		

- 10 True or False questions (10/100)
- 10 multiple-choice questions (10/100)
- 2 fill-in-the-blank texts (20/100)
- 2 analytical essay questions (2x30 points)

5. SUGGESTED BIBLIOGRAPHY

Alföldy, G. 2009. *Ιστορία της ρωμαϊκής κοινωνίας*. Μετάφραση: Α. Χανιώτης. Αθήνα: MIET

Beard, M. 2017. *SPQR. Ιστορία της αρχαίας Ρώμης*. Μετάφραση: Κ. Κουρεμένος. Αθήνα: Αλεξάνδρεια

Mackay, C. S., 2013. *Αρχαία Ρώμη. Στρατιωτική και Πολιτική Ιστορία*. Μετάφραση: Γ. Δ. Ζάννη. Αθήνα: Παπαδήμας

Μπουραζέλης, Κ. 2017. *Οι Τρόφιμοι της Λύκαινας: Συνοπτική ιστορία των Ρωμαίων και της πολιτείας τους από την ίδρυση της Ρώμης έως και την εποχή του Διοκλητιανού (753 π.Χ. – 305 μ.Χ.)*. Αθήνα: Μορφωτικό Ίδρυμα Εθνικής Τραπέζης

Παπαγγελής, Θ. 2005. *Η Ρώμη και ο Κόσμος της*. Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών. Ίδρυμα Μανόλη Τριανταφυλλίδη.

Sartre, M. 2006. *Ελληνιστική Μικρασία. Από το Αιγαίο ως τον Καύκασο*. Μετάφραση: Δ. Παλαιοθόδωρος. Αθήνα: Πατάκης

Sartre, 2012. *Ρωμαϊκή Αυτοκρατορία. Οι ανατολικές επαρχίες από τον Αύγουστο μέχρι τους Σεβήρους*. Μετάφραση: Κ. Μειδάνη. Αθήνα: Καρδαμίτσα.

Χανιώτης Α. 2021. *Η Εποχή των Κατακτήσεων. Ο ελληνικός κόσμος από τον Αλέξανδρο στον Αδριανό*. Μετάφραση: Μ.Γ. Ευθυμίου, Α. Χανιώτης. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης

Ward, A. M., Heichelheim, F. M., Yeo, C. A. 2008. *Οι Ρωμαίοι*. Αθήνα: Οδυσσέας

ANNEX OF THE COURSE OUTLINE

Alternative ways of examining a course in emergency situations

Teacher (full name):	E. FASSA
Contact details:	efassa@he.duth.gr
Supervisors: (1)	YES
Evaluation methods: (2)	Final written examination: 100%
Implementation Instructions: (3)	The written exam will be conducted via the eClass platform on a date and time that will be announced in advance. Students will be informed of the exam duration and content well ahead of the scheduled exam.

- (1) Please write YES or NO
- (2) Note down the evaluation methods used by the teacher, e.g.
- *written assignment* or/and exercises
 - written or oral examination with distance learning methods, provided that the integrity and reliability of the examination are ensured.
- (3) In the **Implementation Instructions** section, the teacher notes down clear instructions to the students:
- a) in case of **written assignment and / or exercises**: the deadline (e.g. the last week of the semester), the means of submission, the grading system, the grade percentage of the assignment in the final grade and any other necessary information.
- b) in case of **oral examination with distance learning methods**: the instructions for conducting the examination (e.g. in groups of X people), the way of administration of the questions to be answered, the distance learning platforms to be used, the technical means for the implementation of the examination (microphone, camera, word processor, internet connection, communication platform), the hyperlinks for the examination, the duration of the exam, the grading system, the percentage of the oral exam in the final grade, the ways in which the inviolability and reliability of the exam are ensured and any other necessary information.
- c) in case of **written examination with distance learning methods**: the way of administration of the questions to be answered, the way of submitting the answers, the duration of the exam, the grading system, the percentage of the written exam of the exam in the final grade, the ways in which the integrity and reliability of the exam are ensured and any other necessary information.
- There should be an attached list with the Student Registration Numbers only of students eligible to participate in the examination.