

## Roman Republican Debates: Freedom, Power, and Popular Rule

(SS)

<b>Module Code</b>	CLU44561
<b>Module Name</b>	Roman Republican Debates: Freedom, Power, and Popular Rule
<b>ECTS Weighting</b>	10 ECTS
<b>Semester taught</b>	Semester 1
<b>Module Coordinator/s</b>	Dr Hannah Mitchell
<b><a href="#">Module Learning Outcomes with embedded Graduate Attributes</a></b>	<p>On successful completion of this module, students should be able to:</p> <p>LO1 Critically evaluate the theories and practices of Roman Republicanism.</p> <p>LO2 Critique modern historical and contemporary conceptions of Republicanism against their ancient antecedents.</p> <p>LO3 Analyse the key primary texts in their historical contexts.</p> <p>LO4 Demonstrate a critical understanding of the major theoretical approaches, debates, and scholarship relevant to the module topics.</p> <p>LO5 Discuss the above critically and independently, and express themselves both orally and in written form in a clear and scholarly manner.</p> <p>LO6 Work collaboratively and effectively in small groups.</p>
<b>Module Content</b>	<p>What is Roman Republicanism? Is it a set of values (liberty and the rule of law), a package of institutions (magistrates, senate, and assemblies), a canon of virtues (honour and service to the state), or a narrative (how political freedom is created and breaks down)? Since antiquity, interpreters have been using the Roman Republic to debate what it means to be truly free, the role of the people in decision-making, what ethical and responsible leadership looks like, the limits of free speech, and whether humans can reach their full potential only in political societies.</p> <p>In this module we will grapple with these Roman Republican debates by reading the key texts of Cicero and Livy, and tracing the reception of this body of thought</p>

	<p>in the writings of political philosophers and statesmen, such as Machiavelli and the American Founding Fathers.</p>																				
<p><b>Teaching and Learning Methods</b></p>	<p>This module is taught through eleven weekly 2-hr seminar discussions, with a substantial component of self-directed research and learning.</p>																				
<p><b>Assessment Details<sup>1</sup></b></p> <p>Please include the following:</p> <ul style="list-style-type: none"> <li>• Assessment Component</li> <li>• Assessment description</li> <li>• Learning Outcome(s) addressed</li> <li>• % of total</li> <li>• Assessment due date</li> </ul>	<table border="1"> <thead> <tr> <th>Assessment Component</th> <th>Assessment Description</th> <th>LO Addressed</th> <th>% of total</th> <th>Week due</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Group Project: Podcast</td> <td>LO1-6</td> <td>25%</td> <td>As scheduled</td> </tr> <tr> <td>2.</td> <td>Essay</td> <td>LO1-5</td> <td>25%</td> <td>As scheduled</td> </tr> <tr> <td>3.</td> <td>Written Examination</td> <td>LO1-5</td> <td>50%</td> <td>Exam week</td> </tr> </tbody> </table>	Assessment Component	Assessment Description	LO Addressed	% of total	Week due	1.	Group Project: Podcast	LO1-6	25%	As scheduled	2.	Essay	LO1-5	25%	As scheduled	3.	Written Examination	LO1-5	50%	Exam week
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<p><b>Reassessment Requirements</b></p>	<p>Identical to original assessment. Only failed components are reassessed.</p>																				
<p><b>Contact Hours and Indicative Student Workload</b></p>	<table border="1"> <tr> <td>Contact hours: 22 (11 2hr seminar discussions)</td> </tr> <tr> <td>Independent Study (preparation for course and review of materials): 114</td> </tr> </table>	Contact hours: 22 (11 2hr seminar discussions)	Independent Study (preparation for course and review of materials): 114																		
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<sup>1</sup> [TEP Guidelines on Workload and Assessment](#)

	Independent Study (preparation for assessment, incl. completion of assessment): 114
<b>Recommended Reading List</b>	<p>Arena, V., Prag, J. &amp; Stiles, A. (eds). 2022. <i>A Companion to the Political Culture of the Roman Republic</i>, Oxford.</p> <p>Atkins, J.W. 2018. <i>Roman Political Thought</i>, Cambridge.</p> <p>Connolly, J. 2014. <i>The Life of Roman Republicanism</i>, Princeton.</p> <p>Flower, H. 2010. <i>Roman Republics</i>, Princeton.</p> <p>Hammer, D. 2008. <i>Roman Political Thought and the Modern Theoretical Imagination</i>, Norman.</p> <p>Klosko, G. (ed). 2011. <i>The Oxford Handbook of the History of Political Philosophy</i>, Oxford.</p> <p>Millar, F. 2002. <i>The Roman Republic in Political Thought</i>, Hanover.</p> <p>Rosenstein, N. and R. Morstein-Marx (eds). 2006. <i>A Companion to the Roman Republic</i>. Oxford.</p> <p>Steel, C. 2013. <i>The End of the Roman Republic 146 to 44 BC: Conquest and Crisis</i>, Edinburgh.</p> <p>Vervaet, F.J., Rafferty, D., &amp; Dart, C.J. (eds). 2025. <i>How Republics Die: Creeping Authoritarianism in Ancient Rome and Beyond</i>, Berlin.</p>
<b>Module Pre-requisite</b>	N/A
<b>Module Co-requisite</b>	N/A
<b>Module Website</b>	
<b>Are other Schools/Departments involved in the delivery of this module? If yes, please provide details.</b>	No