

**ACADEMIC STANDARDS COMMITTEE**  
**Request For Foundations Credit Form**  
(10-22-09)

Please type your answers directly on this form. All of the information noted below must be included in the request form. Failure to show how the request for foundations credit directly addresses each of the three ECU Foundations Goals for the course area may result in the request being denied. ECU Goals of the Liberal Arts Foundations Curriculum are available online at:

<http://author.ecu.edu/cs-cad/fsonline/customcf/committee/as/liberalartsfoundation.htm>.

- A. Basics (for items 1-16, for cross-listed courses provide two or more sets of information, as appropriate, under each category)
1. Foundations Course Area (Arts, Humanities, Basic Sciences, Basic Social Sciences, Health Promotion and Physical Activity, Writing Competence, Mathematics Competence).  
  
[Humanities](#)
  2. Unit in which the course will be taught.  
  
[Classical Studies, HCAS interdisciplinary program](#)
  3. Unit Administrator's title, name and email.  
  
[John Given, Director of the Classical Studies Program, givenj@ecu.edu](#)
  4. Course Prefix, Number and Name.  
  
[CLAS 3400: Roman Culture and Civilization: The Republic](#)
  5. Number of credit hours.  
  
[Three \(3\)](#)
  6. Prerequisites (if applicable).  
  
[None](#)
  7. Course description as it will appear in the catalog and a detailed course syllabus with a weekly schedule of topics to be discussed which should reflect explicit coverage of each of the foundation goals.

[a\) CLAS 3400. Rome: The Republic \(3\) \(FC:HU\)](#)  
[Study of Ancient Rome, from early Rome to the reign of Augustus, through its temples, monuments, topography and literature.](#)

b) Textbooks.

- The *Aeneid* of Virgil. Tr. Allen Mandelbaum. (U. California Press). ISBN: 0520254155
- Livy: *The Early History of Rome*. Tr. A. de Sélincourt. (Penguin Classics). ISBN: 0140448098
- Lucan. *Civil War*. Tr. Susan H. Braund (Oxford World's Classics). ISBN: 0199540683
- Suetonius. *The Twelve Caesars* (Penguin Classics) ISBN: 0140455167

Additional Reading:

- Website links to images, articles, and primary texts pertaining to each monument
- Reserve: L. Richardson Jr., *A New Topographical Dictionary of Ancient Rome*, Johns Hopkins University Press (1992) 9780801843006

c) Course Objectives:

Foundations Goals:

- 1) Humanities knowledge of the Classics. Students will be able to demonstrate foundational knowledge of Roman culture and civilization through study of literature, foundation myth, and biography as a means of understanding Roman monuments. Students will be able to: identify Roman monuments and demonstrate knowledge of their meaning and function as discovered in original literary sources; demonstrate knowledge of the main events in the development of Rome as a civilization through original literary and mythical sources; analyze literary and biographical sources for evidence of Rome's self-conception; synthesize this information to formulate ideas of the role of iconography and literature in Roman identity.
- 2) Research methodology in the Classics. Students will be able to demonstrate the ability to differentiate primary and secondary sources, and be able to articulate how scholars use primary sources to create knowledge. They will also demonstrate an ability to use primary sources to investigate the ancient world; specifically, they will demonstrate an ability to engage in close reading and analytical critique of literary, mytho-historical and biographical sources, as well as evidence from material culture. Students will also, via consultation of modern scholarship on Roman monuments and the most important databases by which to conduct further research, be able to demonstrate knowledge of the salient secondary sources.
- 3) Contribution of Classics to general knowledge. Students will be able to discuss the classical origins of modern institutions and buildings, and how national identity is constructed by iconographic and literary programs.

#### d) Course Content Outline

Wk 1. Introduction. On days where “Website” is indicated, the homework is to consult the companion website to view images, read articles, or original source information linked from other websites.

Foundation myths of Rome: Romulus and Remus, Rape of the Sabine Women. Begin reading Livy Book I. (Goals 1,2,3)

Wk 2. Italian culture before the Romans: The Etruscans at Cerveteri and Tarquinia. Website. (Goals 1,2)

Etruscan art and Greek influences on Roman ideas of culture. Paestum. Website. (Goals 1,2)

Wk 3. The site of Rome: Hut of Romulus, the site where Romulus and Remus were suckled by the she wolf (Lupercal); the Capitoline wolf as an example of the romantic quest to prove myth true.. Romulus as Quirinus, the “deified founder” of the city; the seat of religion (Capitoline hill) and the seat of power (Palatine hill). Finish reading Livy Book I. Website. (Goals 1,2,3)

Wk 4. The idea of the Roman forum. Intersection of the sacred, the political and the economic: the “black stone,” water, and the salt road. Website. (Goals 1,2,3)

Sacred associations of architectural innovations: The Tiber island, the arch, and the bridges of Rome as markers of the religious associations of crossing rivers and vaulted spaces generally. Website. (Goals 1,2,3)

Wk 5. Roman innovations in temple design. Differences from the Greek conception. Website. (Goals 1,2,3)

Midterm Exam.

Wk 6. Mythical associations of the Forum Boarium. Temple of Portunus. The triumph of Hercules and “the greatest altar,” (Ara Maxima). Read Vergil’s *Aeneid* 8.33-484. (Goals 1,2)

Introduction to The Roman forum: Saturn as the golden age ruler of Italy; temples of Saturn, and Castor & Pollux. Read Vergil’s *Aeneid* 7.55-279; Livy Bk II Ch.19-20 on the battle of lake Regillus. (Goals 1,2,3)

Wk 7. Religious and democratic aspects of the Roman forum. House of the vestal virgins. Architecture as embodying the elements of democracy: debate and the public persuasion. The divided benches of the Roman senate house (*Curia*) & the public speaking platform (*rostra*). The Roman political career, the “circuit of honors/offices” (*cursus honorum*), and the Roman toga as a symbol of national identity. Website. (Goals 1,2,3)

Pompey’s conquest of the Eastern Mediterranean; 1<sup>st</sup> triumvirate; the Theatre of Pompey. Caesar’s conquest of Gaul; death of Crassus and loss of Roman armies and military standards; Roman civil war; Pompey and the Senate. Civil war part I: the Battle of Pharsalus (49-48 BC). Website. (Goals 1,2)

Wk 8. The Oak and the lightning bolt: Caesar and Pompey in Roman cultural memory of the Republic. Read Lucan’s *Pharsalia* Bks 1.120-227; 7.385-end; and book 8.560-9.18. (Goals 1,2)

Caesar’s building program: *Forum Iulium*, Temple of Venus Genetrix, *curia Julia*. Website. (Goals 1,2)

Wk. 9. Caesar as “divine ruler.” The adoption of the Egyptian solar calendar as symbol of Rome ruled by a “sun-king,” like the Egyptian pharaoh. Obelisks in Rome. Website. (Goals 1,2,3)

The divine origins of the Julian family (Caius *Julius* Caesar): Aeneas and the foundation myths of his son “Iulus”. Read Vergil’s *Aeneid* 1.311-417. (Goals 1,2,3)

Wk 10. The triumphal arch, Temple of Jupiter optimus maximus, “Jupiter best and greatest.” Website. (Goals 1,2,3)

Midterm Exam.

Wk 11. The “marble plan”; the “greatest race-course,” (*circus maximus*) and racing in Rome. Website. (Goals 1,2,3)

King for a day: the divinity of the Roman ruler and the procession of the Roman triumph. Website. (Goals 1,2,3)

Wk.12. The conquest of Gaul and the death of Vercingetorix. Caesar’s triumphs. The legacy of Caesar. Read Suetonius, “Life of Julius Caesar.” Website. (Goals 1,2,3)

Dictator for life: the *lupercalia*, the Ides of March, and the death of Caesar. The tyrannicides. Website. (Goals 1,2,3)

Wk 13. The funeral of Julius Caesar and the divine sign, a comet (*sidus Iulius*). The evolution of a new iconography: Mark Antony and Octavian in Roman coinage. Website. (Goals 1,2,3)

Civil war part II: Antony and Octavian vs. the tyrannicides and the senate. The Battle of Philippi (42 BC) Website. (Goals 1,2)

Wk. 14. Mark Antony the pharaoh of Egypt, and Octavian the “son of the divine Julius”: the divinity of the Roman ruler continued. Temple of the Divine Julius, basilica Julia, rostra; 2<sup>nd</sup> triumvirate. Website. (Goals 1,2,3)

Lepidus’ Basilica Aemilia, “one of the most beautiful buildings in ancient Rome.” Website. (Goals 1,2)

Wk. 15. Antony and Cleopatra, the “donations of Alexandria”; Battle of Actium. Website. (Goals 1,2)

8. College in which the course will be taught.

HCAS

9. College dean’s name and email.

Alan White, [whiteal@ecu.edu](mailto:whiteal@ecu.edu)

10. Date approved by unit’s curriculum committee and chair’s initials.

26 January 2012

11. Date approved by unit’s voting faculty.

N/A

12. Date reviewed by the unit’s chair and chair’s initials.

N/A

13. Date approved by the college curriculum committee and chair’s initials.

14. Date forwarded to Academic Standards.

The purpose of the information provided below is to enable Academic Standards Committee members to determine whether or not it is reasonable to believe that the course named above will satisfy the three or four specific goals for all courses in its area

that are stated in ECU Goals of the Liberal Arts Foundations Curriculum are available online at:

<http://author.ecu.edu/cs-cad/fsonline/customcf/committee/as/liberalartsfoundation.htm>.

B. Using the Foundations Goals listed under the course's area:

1. Describe in enough detail that it is clear to the members of the AS committee how the course's content will meet Foundations Goal One for its area. List examples of required course textbooks or other required materials that address the content described above.

Foundations Goal 1: Humanities knowledge of the Classics. Students will be able to demonstrate foundational knowledge of Roman culture and civilization through study of literature, foundation myth, and biography as a means of understanding Roman monuments. Students will be able to: identify Roman monuments and demonstrate knowledge of their meaning and function as discovered in original literary sources; demonstrate knowledge of the main events in the development of Rome as a civilization through original literary and mythical sources; analyze literary and biographical sources for evidence of Rome's self-conception; synthesize this information to formulate ideas of the role of iconography and literature in Roman identity.

Textbooks.

- The *Aeneid* of Virgil. Tr. Allen Mandelbaum. (U. California Press). ISBN: 0520254155
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Additional Reading:

- Website links to images, articles, and primary texts pertaining to each monument
- Reserve: L. Richardson Jr., *A New Topographical Dictionary of Ancient Rome*, Johns Hopkins University Press (1992) 9780801843006

Explanation: In each class, students will be introduced to Rome's cultural remains (temples, baths, arenas, sculpture) in connection with the literature, myth and biography of the period, with an overall goal of revealing Rome's self-conception. That is, we want the students to leave with an understanding that, e.g., Julius Caesar's reform of the calendar to conform to the Egyptian solar calendar in the notorious year of 15 months (since by 46 BC the Roman calendar was off by an entire season) was part of a larger plan to suggest the similarity of Caesar's position as "dictator forever" (*dictator perpetuus*) to that of an Egyptian pharaoh who would have been worshipped as a living god. This is reflected in his design of the *Forum Julium*, his new place of business and political negotiation, which had at its center a temple to Venus *genetrix*, "Venus, the author of my ancestral line." Caesar famously claimed in a funeral oration many years

before coming to power that the Julian line descended from Aeneas, the son of the goddess, Venus, which implied the divine origins of the Julian *gens*. Vergil brings all of this out in book I of *Aeneid*. To see the Roman monuments in the proper literary context will make both more powerful in revealing the cultural self-conception of the Romans. These ideas will be brought out each day through selected passages from literary, mytho-religious and biographical readings accompanying the day's assignments. The desired result is that as students encounter a work of art or architecture, they can connect what they are seeing to what they are reading about the cultural beliefs of the Romans and achieve a fuller humanities appreciation of the material cultural remains, even as those remains bring the literature, myth and history to life.

Assessment of Goal 1 will take place through targeted questions on the midterm and final exams.

2. Describe in enough detail that it is clear to the members of the AS committee how the course's content will meet Foundations Goal Two for its area. List examples of required course textbooks or other required materials that address the content described above.

Goal 2. Research methodology in the Classics. Students will be able to demonstrate the ability to differentiate primary and secondary sources, and be able to articulate how scholars use primary sources to create knowledge. They will also demonstrate an ability to use primary sources to investigate the ancient world; specifically, they will demonstrate an ability to engage in close reading and analytical critique of literary, mytho-historical and biographical sources, as well as evidence from material culture. Students will also, via consultation of modern scholarship on Roman monuments and the most important databases by which to conduct further research, be able to demonstrate knowledge of the salient secondary sources.

Explanation: Each day students will be asked to complete a companion reading, either an original literary, mythical or biographical source, or read a scholarly article on the day's monument, or consult the companion website, which will feature links to other authoritative online sources, such as the *Encyclopedia Romana* and *Platner and Ashby's Topographical Dictionary*, that provide images of the monument accompanied by readings in translation from ancient sources describing the circumstances of the building of each monument and what it meant to the Romans. The website will also help train students as to which are the most authoritative online sources, and how to access further scholarly knowledge on their subject in the Classics through sources such as *L'Année Philologique* and *JSTOR*.

Assessment of Goal 2 will take place through targeted questions on the midterm and final exams and/or ungraded surveys about how students accessed secondary sources.

3. Describe in enough detail that it is clear to the members of the AS committee how the course's content will meet Foundations Goal Three for its area. List examples of required course textbooks or other required materials that address the content described above.

Goal 3. Contribution of Classics to general knowledge. Students will be able to discuss the classical origins of modern institutions and buildings, and how national identity is constructed by iconographic and literary programs.

Explanation: One of the prominent features of the class will be to point out how many of our modern institutions derive from ancient models, both through the material culture and through the literary, mytho-historical and biographical models. For instance, in studying the Roman triumph, students will learn the purpose of the triumphal arch, the path of the parade through the major mythically significant monuments of the *Forum Boarium* and *Circus Maximus* up to the temple of Jupiter *Optimus Maximus* where the *triumphator*, with his face painted red like the statue of Jupiter, deposits the laurel from his *fasces* (rods bound with axes to represent the power of Jupiter's thunderbolt which assures divine justice) in the lap of the statue of Jupiter and surrenders his divinity for a day. Alongside this discussion of the ancient practice, students will be made to contemplate the triumphal arches in major capitols today (the *Arc de Triomphe* in Paris, the Brandenburg Gate, the Triumphal arch in Washington Park in NY, and even ultimately the Gateway Arch in St. Louis) and consider what the ancient model is meant to symbolize in its modern context. So also students will be asked to consider the symbolism of *fasces*, in the decoration of the United States Senate chambers, in the statue of Washington leaning on *fasces* on the south side of the lawn in front of the Capitol in Raleigh, and in the Italian fascist movement of the 1930s. Students will read ancient accounts of triumphs and Vergil's literary account of the mythical triumph of Hercules and consider how the triumph over the evil of tyranny should affect our understanding of the modern monuments. In this way both ancient material culture and its literary counterparts will contribute to the generalization of knowledge about the Classics, and allow students to apply it to modern contexts.

Goal 3 will be assessed through targeted questions on the midterm and final exams that require students to synthesize their reading assignments with the occasional in-class discussions of modern parallels.

4. If the course area is Health Promotion and Physical Activity or Writing Competency, describe the course's content in enough detail that it is clear to the members of the AS committee that the course will meet Foundations Goal Four for its area. List examples of required course textbooks or other required materials that address the content described above.
- C. The sample course syllabus should contain a schedule outlining what will be taught when during the semester. Be sure that the syllabus reflects coverage of



areas included in Foundations Goals 1-3/4. Readings and assignments that meet the goals should be included in the syllabus. If there is something not covered that provides evidence that the course satisfies the foundations goals in its area (course pedagogy, etc.), describe it here.

[See A.7 above.](#)

- D. If it may not be clear to committee members how your course materials address the foundations goals then bring samples of course materials that will be used in the course that explicitly address all of the foundation goals for the course's area.
- E. If the course is an upper-division course (3xxx or 4xxx), briefly explain why students should get foundations credit for taking the course.

Classical Studies has been moving toward a clearer delineation of its courses by level. 1000-level courses are what we might call pre-literary courses. That is, they deal with the classical world and its languages in a way that does not entail careful consideration of classical literature. The 2009 reclassification of Classical Mythology from CLAS 3460 to CLAS 1500 fits into this scheme. While this course utilizes literary texts as sources for mythology, students are not expected to perform literary close reading. 2000-level classes deal primarily with classical literature as literature. Here there are classes such as CLAS 2230, Great Works of Roman Literature, and CLAS 2500, Greek Tragedy in Translation, which do require close reading and analysis. 3000-level classes combine literary studies with other cultural artifacts and institutions. The current proposals before the FCIE Committee, CLAS 3300, 3400 and 3405, combine the study of literature and material culture. Also at the 3000-level is CLAS 3600, Ancient Religions, which relies on literary as well as non-literary texts as sources for its content. While the content of each level does grow somewhat more difficult as the course numbers increase, they all remain foundational knowledge for studying the ancient world insofar as each course covers a basic aspect of ancient Greece and Rome and each course provides a suitable entry point for students' inquiries. None of the courses presupposes any prior knowledge of the classical world nor any prior expertise in the discipline of Classical Studies.