

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 3405: Roman Culture and Civilization: The Empire](#)
 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\) 3405. Roman Culture and Civilization: The Empire \(3\) \(FC:HU\)](#)
[Study of Ancient Rome, from the reign of Augustus to the reign of Caracalla, through its temples, monuments, topography and literature.](#)

b) Textbooks.

- The *Aeneid* of Virgil. Tr. Allen Mandelbaum. (U. California Press). ISBN: 0520254155
- Petronius. *The Satyricon and the Apocolocyntosis of the Divine Claudius*. Tr. J.P. Sullivan (Penguin Classics) ISBN: 0140444890
- Suetonius. *The Twelve Caesars* (Penguin Classics) ISBN: 0140455167
- Tacitus. *The Annals & The Histories*. Tr. M. Hadas et al. (Modern Library Classics) ISBN: 0812966996

Additional Reading:

- Website links to images, articles, and primary texts pertaining to each monument
- Augustus. *Res Gestae*. Tr. Bushnell (Internet Classics Archive)
<http://classics.mit.edu/Augustus/deeds.html>
- Cicero. *Dream of Scipio*. Tr. Oliver Thatcher (Ancient History Sourcebook)
<http://www.fordham.edu/halsall/ancient/cicero-republic6.asp>
- Horace. *Carmen Saeculare*. Tr. A.S. Kline
http://www.poetryintranslation.com/PITBR/Latin/HoraceEpodesAndCarmenSaeculare.htm#_Toc98670048
- 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.

Historical review and context. The death of Caesar, the affair of Marc Antony and Cleopatra, the battle of Actium. (Goal 1)

Wks. 2-4 Defining the new Roman government: The principate of Augustus (27 BC-14 AD).

Wk. 2. The *princeps* as defender and avenger: Forum of Augustus and Temple of Mars Ultor, Temple of the Divine Julius, evolution of iconography in coins. Read Vergil's *Aeneid*, 12.1225-end; Augustus *Res Gestae*, esp. sections 2-3. 15, 19-21. (Goals 1,2)

The *princeps* as head of the family dynasty: Theatre of Marcellus, Mausoleum of Augustus, the Pantheon of Agrippa. Read Vergil's *Aeneid*, 6.1148-end. (Goals 1, 2, 3)

Wk. 3. The *princeps* as the embodiment of all virtues: the "shield of the virtues" (*clipeus virtutum*). Read Cicero *Dream of Scipio* esp. sections 13-15, 18-19, 23-24; Augustus *Res Gestae* 34-35. The divinity of the emperor as "astral immortality" (becoming a star, like Caesar's comet). (Goals 1, 2, 3)

The *princeps* as "Sun-King": The House of Augustus (*Domus Augustana*) and the Temple of Palatine Apollo. Read Vergil's *Aeneid* 8.874-end; Augustus *Res Gestae* 19, 21, 24, 34-35. (Goals 1, 2, 3)

Wk. 4. The "Roman peace" (*pax Romana*) and the start of a new golden age: the "secular games" (*Iudi saeculares*) of 17 BC as the start of a new Roman "Golden age"; the "altar of peace" (*Ara Pacis*). Read Horace "Carmen Saeculare" and Vergil, *Aeneid* 1.354-417. (Goals 1, 2, 3)

The *princeps* as the guarantor of peace because of his limitless military power: the "Return of the Parthian Standards" and the statue of Augustus at Prima Porta. Website. (Goals 1, 2, 3)

Wk. 5 Tiberius (14AD-37AD): The decadent emperor. Tiberius' Villa and grotto at Sperlonga, Capri and Tiberius' Villa Iovis, Death of Tiberius. Website. (Goals 1, 2, 3)

Midterm Exam.

Wk. 6 Caligula (37-41 AD): The "condemnation of the memory of the emperor" (*damnatio memoriae*). Caligula's pleasure barges at Nemi, their excavation and preservation by Mussolini, and destruction by the Nazis. Caligula's statue of himself erected in Jerusalem. Website. (Goals 1, 2, 3)

Claudius (41-54 AD): Roman Britain. Read Seneca's "Apotheosis (divinization) of a pumpkin-head" (*Apocolocyntosis*). (Goals 1, 2)

Wk. 7 Nero (54-68 AD): The emperor as megalomaniac. Nero as Olympic solo vocalist (*cytharoedus*). The fire of 64 A.D. Nero's "Golden House" (*Domus Aurea*) with its rotating celestial dining room (*triclinium*); 3rd style Roman painting; the Laocoon group; excavations. Nero's suicide. Read Petronius' *Satyricon*: the "Dinner of Trimalchio" (*cena trimalchionis*). (Goals 1, 2, 3)

Wk. 8. 69 AD. Year of four emperors (Galba, Otho, Vitellius, Vespasian). Read Tacitus' *Histories*. (Goals 1, 2, 3)

Vespasian (69-79 AD) and his son Titus (79-81 AD): The return of competence and sensitivity to the needs of the people. The Flavian dynasty. Vespasian's sack of Jerusalem. Arch of Titus and the tradition of Roman Triumphal arches and their modern imitations. (Goals 1, 2, 3)

Wk. 9. Bread and Circuses. Popular entertainments for the people. The Colosseum and gladiatorial combat. Website. (Goals 1, 2, 3)

Racing and Vespasian's rebuilding of the "greatest race-course" (*Circus Maximus*). Website. (Goals 1, 2, 3)

Wk. 10. Domitian (81-96 AD). The suppression of the Christians and a return to tyranny. Domitian's house (*domus domitiana*); Temple of Peace. The emperor's body guard: the Praetorian Prefecture and the death of Domitian. Website. (Goals 1, 2, 3)

Midterm Exam.

Wk. 11. Nerva (96-98 AD). The "adoptive emperors". Nerva's Forum Transitorium and temple of Minerva. Website. (Goals 1, 2)

Overview of the Imperial forums (*fora*). Website. (Goals 1, 2, 3)

Wk. 12. Trajan (98-117 AD). The conquest of Parthia (Iraq). The administration of justice, commerce, and the presence of the emperor. The Forum of Trajan and Basilica Ulpia (Marcus *Ulpus* Trajanus). Website. (Goals 1, 2, 3)

The Markets of Trajan, and triumphal Column of Trajan. Website. (Goals 1, 2, 3)

Wk. 13. Overview of development in the Campus Martius: The Stadium of Domitian(piazza Navona). Website. (Goals 1, 2, 3)

The Baths of Nero and the tradition of Roman bath architecture. Website. (Goals 1, 2, 3)

Wks. 14-15. Hadrian (117-138 AD): Apollodorus of Damascus, architect of the world's largest and oldest dome, the Pantheon; the history of the re-use of the bronze roof tiles and sheathing in the canons of the Castel St. Angelo and the Baldachino. Website. (Goals 1, 2, 3)

8. College in which the course will be taught.

HCAS

9. College dean's name and email.

Alan White, 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.

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- 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 of, e.g., how the Pantheon should be

understood in the context of Roman ideas about astral immortality (when virtuous men die, they become gods, conceived as a new star in the heavens) and Roman ideas about religion (that Jupiter is the rationality of the universe conceived as a chain of connected causes) and the connection of politics to religion (to be a successful ruler, Augustus and later emperors must govern in accordance with the will of the gods, i.e., in the rational way that Jupiter would intend). These ideas will be brought out through selected passages from literary, mytho-religious and biographical readings accompanying each 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 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. So for instance in studying the Campus Martius in Rome as it was developed under Augustus by Agrippa, --including its principal features, such as the obelisk, the tomb of Augustus, the domed Pantheon, a new aqueduct which fed both fountains and a reflecting pool (the *stagnum Agrippae*), and the large enclosure where votes were cast (the *Porticus Octavia*)—we will point out the many parallels in modern cities, but especially Washington DC, which uses in place of the obelisk, the Washington Memorial; in place of the circular domed Pantheon, the Jefferson Memorial; in place of the *stagnum*, the great reflecting pool of the Washington Mall; in place of the voting enclosure (and also reflecting the centrality of the domed Pantheon), the great democratic Capitol, and to a lesser extent, at a distance across the Potomac, in place of the mausoleum of Augustus, Arlington National Cemetery and the Lincoln Memorial. The purpose of the Roman originals was to demonstrate the divinity of the Roman emperor and the rebirth of the Republic under the Empire from the ashes of the old republic. The purpose of the American imitation is meant to suggest not only the greatness and permanence and a reinterpretation of Rome, but more importantly a new Republic founded in democratic ideals, as opposed to the cult of the emperor. It is not the virtue of the emperor that we celebrate as divine, but the ideas underlying the foundation of democracy. So also, just as Vergil's *Aeneid* portrays the literary dimensions of how the virtues of the statesman lead to divinity, the course will examine how virtue is treated in American idealism in presidential memorials. 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.