

Department MCLL

Course Number CLST 212

Course Name: Roman Culture

Submission Checklist

Proposal x

Syllabus x

UCC Proposal for new course x

Check Box for Honors Course Consideration ☐

**AREA OF INQUIRY**

**WESTERN TRADITIONS**

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This form must be submitted to the Liberal Learning Council as part of the submission process.

Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form, if new course.

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**DEADLINE FOR PROPOSALS: 1 October 2006**

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Please answer the following questions:

**Check Only One:**

- ◇ This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry.
- ◆ This is a new course that we are now proposing for this Area of Inquiry.

1. Name and contact information of the curriculum point person for the department administrating this course.

Dr. Laura Deiulio, MCLL, Commonwealth Hall #2, 4-7062, ldeiulio@cnu.edu

2. In any given semester, how many sections of this course is your department willing to offer? 1-2

3. Why is this course being offered/what is it designed to achieve (Course purpose/goal)?

This course explores the foundations of Roman civilization, the effects of Roman imperial expansion upon the Roman way of life, and the ways in which Roman art, architecture and literature reflect cultural ideologies. The course concludes with an examination of the (mis)appropriation of various aspects of Roman culture by later western nations, including the United States.

4. Check the objectives below that the course will address. The first two objectives are required and every proposal must include at least one more objective from the list below.

- ◆ a.) Critically examine the thought processes that have evolved in Western culture (**required**)
- ◆ b.) Analyze primary works within the framework the course provides (**required**)
- ◆ c.) Place one or more of the historical, artistic, or intellectual traditions of the West in its cultural context
- ◆ d.) Describe how the material under study has influenced the development of Western culture

◆ e.) Connect the historical roots of phenomena with later aspects of the tradition

5. Briefly explain how this class addresses each objective checked in #4. Be sure to indicate the objective by its letter. A course may cover more than three objectives.

*Objective a. Critically examine the thought processes that have evolved in Western culture (required)*

Students will first examine the foundations of Roman culture, focusing primarily on gender, class, political structures, traditional values and religion. They will then consider how Rome's transformation from a city-state into a Mediterranean-wide empire affected each of these aspects of Roman civilization. Finally, students will look at the ways in which Roman culture shaped western civilization from Late Antiquity to the present.

*Objective b. Analyze primary works within the framework the course provides (required)*

Students will discuss how ancient Roman works of art, architecture and literature reflect shifting cultural ideologies.

*Objectives c-e. Place one or more of the historical, artistic, or intellectual traditions of the West in its cultural context and Describe how the material under study has influenced the development of Western culture and Connect the historical roots of phenomena with later aspects of the tradition*

Students will examine ancient Roman influences upon the arts of Medieval and Renaissance periods, study ways in which western European nations have attempted to identify themselves as the successors of the Roman empire, and compare the political system currently used in United States to its Roman model.

6. Course Assessment: **Check below how this course will accomplish the above objectives (choose at least one).**

- ◆ Participating in class discussion and debate
- ◆ Engaging in teamwork and other collaborative exercises
- ◆ Writing analytical or evaluative papers, perhaps incorporating original research
- ◇ Making oral presentations
- ◆ Creating an artistic product or a performance
- ◇ Participating in fieldwork
- ◇ Other means – please identify

7. Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these objectives will be accomplished.

See attached syllabus.

8. Explain how this course connects to Vision 2010 – the CNU Strategic Plan.  
(<http://www.cnu.edu/Vision2010> the links are on the left side of the page.)

CLST 212 “cultivates analytical and integrative thinking within and across disciplines” by guiding students’ efforts in analyzing Roman civilization and its influence from the perspective of multiple disciplines, including history, political science, religious studies, and fine arts. In addition, CLST 212 requires independent student research and offers opportunities for artistic creativity. Finally, by introducing stimulating ideas about a wide variety of topics, CLST 212 seeks to promote a “lifelong desire for learning.”

**UNDERGRADUATE CURRICULUM COMMITTEE  
NEW COURSE PROPOSAL FORM**

**Is the course being proposed for the Liberal Learning Core? Yes X No \_\_\_\_\_**

1. Title of Course: Roman Culture

Proposed Course Number (cleared with Registrar): CLST 212

Prerequisite Courses: N/A

If the minimum acceptable grade in a prerequisite course is greater than the default of D-, indicate the grade required \_\_\_\_\_ and state the reason for requiring this minimum grade (consider consistency across the department):

Catalogue Description (including credits, lecture, and lab hours):

CLST 212. Roman Culture (3-3-0) WST

This course explores the foundations of Roman civilization, the effects of Roman imperial expansion upon the Roman way of life, and the ways in which Roman art, architecture and literature reflect cultural ideologies. The course concludes with an examination of the (mis)appropriation of various aspects of Roman culture by later western nations, including the United States.

Is the course cross-listed? If so, what is the number of the other course? N/A

\*\*A proposed syllabus, including complete text and/or reference information, as well as any relevant information to this decision, must be appended.

NOTE: All affected department chairs must sign approval on last page.

See attached syllabus.

2. For whom is the course primarily intended? Explain why it should be added to the curriculum.  
All students may use this course to fulfill the "Western Traditions" Area of Inquiry. In addition, students who elect to take the (proposed) Classical Studies major or the minor in Classical Civilization or Latin may use this course to fulfill degree requirements.
3. If this course is required, append a description of how the course fits into the curriculum. Indicate how it affects hours required for graduation.  
The course is not required but it may be used to fulfill Liberal Learning Core requirements and/or major and minor requirements as explained in #2 above.
4. Has this course been offered previously as a special topics course? If so, when? What course number was used? N/A
5. Has this course, or one closely related to it, been offered at CNU previously?  
If so, is that course currently being offered? How does the proposed course differ? When is the last term the old course will be offered?

In HIST 302/402 Roman History students examine the political and military history of ancient Rome, focusing especially on the Republican and early imperial periods. CLST 212 differs in three important ways. CLST 212 emphasizes cultural history, covers a much wider time period (early Rome-Late Antiquity), and asks students to consider the influence of the ancient Roman world upon the development of western civilization.

In CLST 215 Borders and Bandits students analyze interactions among the Romans and various ethnic groups within or neighboring their empire; the primary focus is on marginalized non-Roman peoples. CLST 212, in contrast, focuses specifically on Roman culture.

Finally, when writing the syllabus Dr. Adamitis consulted with the relevant faculty in History and Classical Studies to ensure that the primary source materials covered in CLST 212 would not overlap with the works covered in the other courses.

6. What is the anticipated enrollment per offering for the next three years? \_\_\_\_  
 During which term will this course first be offered?  
 Fall 20\_\_\_\_ Spring 2008 Summer 20\_\_\_\_  
 During which semesters will this course regularly be offered?  
 Fall 20\_\_\_\_ Spring 20XX Summer 20\_\_\_\_  
 Print in the 2007-2008 (academic year) Undergraduate Catalog.
7. How will the course be staffed?  
 All of the faculty in Classical Studies are qualified to teach this course.
8. Does the course involve a particular classroom, special equipment, or costs beyond those usually associated with a course at CNU? If so, please explain. N/A
9. Is the course repeatable for additional credit? If so, is there a limit to the number of times the course can be repeated? (e.g., applied music courses)  
 This course may not be repeated for credit.
10. If this course is for an Area of Inquiry
- Identify the Area of Inquiry Western Traditions
  - Demonstrate how your course will meet the objectives of this Area of Inquiry

*Objective a. Critically examine the thought processes that have evolved in Western culture (required)*

Students will first examine the foundations of Roman culture, focusing primarily on gender, class, political structures, traditional values and religion. They will then consider how Rome's transformation from a city-state into a Mediterranean-wide empire affected each of these aspects of Roman civilization. Finally, students will look at the ways in which Roman culture shaped western civilization from Late Antiquity to the present.

*Objective b. Analyze primary works within the framework the course provides (required)*

Students will discuss how ancient Roman works of art, architecture and literature reflect shifting cultural ideologies.

*Objectives c-e. Place one or more of the historical, artistic, or intellectual traditions of the West in its cultural context and Describe how the material under study has influenced the development of Western culture and Connect the historical roots of phenomena with later aspects of the tradition*

Students will examine ancient Roman influences upon the arts of Medieval and Renaissance periods, study ways in which western European nations have attempted to identify themselves as the successors of the Roman empire, and compare the political system currently used in United States to its Roman model.

This course was approved by:

**(Liberal learning core courses must be reviewed by BOTH academic Deans.)**

**Concur**

**Do Not  
Concur\*\***

Department(s): (1) \_\_\_\_\_ Date: \_\_\_\_\_

☐☐

(2) \_\_\_\_\_ Date: \_\_\_\_\_

☐☐

Liberal Learning Council: \_\_\_\_\_ Date: \_\_\_\_\_

☐☐

CLAS Curriculum  
Committee: \_\_\_\_\_ Date: \_\_\_\_\_

☐☐

LSOB Curriculum  
Committee: \_\_\_\_\_ Date: \_\_\_\_\_

☐☐

Dean: \_\_\_\_\_ Date: \_\_\_\_\_

☐☐

Dean: \_\_\_\_\_ Date: \_\_\_\_\_

☐☐

Undergraduate Curriculum  
Committee: \_\_\_\_\_ Date: \_\_\_\_\_

☐☐

***Changes to the Liberal Learning requirements must be reviewed by the Faculty Senate.***

Faculty Senate President: \_\_\_\_\_ Date: \_\_\_\_\_

☐☐

Provost \_\_\_\_\_ Date: \_\_\_\_\_

☐☐

Distribution by Provost Office following approval:  
Department Chair(s), UCC Chair, Deans, Registrar

**\*\* If "Do Not Concur" is checked, please attach a statement of explanation.**

Rev. 02/21/06

**ROMAN CULTURE (CLST 212)**  
**SYLLABUS**

This course explores the foundations of Roman civilization, the effects of Roman imperial expansion upon the Roman way of life, and the ways in which Roman art, architecture and literature reflect cultural ideologies. The course concludes with an examination of the (mis)appropriation of various aspects of Roman culture by later western nations, including the United States.

**Learner Objectives**

Students' objectives in this course are to:

1. understand the foundations of Roman culture, specifically Roman beliefs concerning gender and class, traditional values, religious beliefs, and political structures;
2. analyze how Rome's transformation from a city-state into a Mediterranean-wide empire affected each of the aspects of Roman civilization cited above;
3. analyze how ancient Roman works of art, architecture and literature reflect shifting cultural ideologies;
4. identify and analyze ancient Roman influences upon the arts of Medieval and Renaissance periods;
5. identify and analyze the ways in which western European nations have attempted to identify themselves as the successors of the Roman empire;
6. compare the political system currently used in United States to its Roman model.

**Achievement of Objectives, Grading, and Assessment**

Class time will be divided between lecture and group discussions. Students are expected to come to class having already read the assignments and fully prepared to analyze the material under consideration. In addition, the instructor will provide topics for class discussion in advance so that students may prepare more effectively. Individual students will be asked to lead the discussion of assigned questions.

|            |     |
|------------|-----|
| Discussion | 20% |
| Exam 1     | 15% |
| Exam 2     | 15% |
| Final Exam | 30% |
| Project    | 20% |

**Discussion:** The course objectives for CLST 212 include a substantial amount of critical analysis. Class discussions will be vital for the development of the students' capacity for critical thinking and therefore constitute a significant portion of the course grade. Students will be asked to: (a) lead the discussion of assigned questions; and (b) participate regularly in general class discussions. The discussion grade is not based simply on attendance and participation, but rather the degree to which each student's comments indicate active engagement with and critical reflection upon the material under consideration. The grading rubrics for discussion are as follows:

|   |   |
|---|---|
| A | The student regularly attends and participates in class. The student has completed all of the assigned readings and reflected on the discussion questions. When leading discussions of assigned topics, the student presents a thesis and supporting evidence that are logical, factually accurate, and demonstrate independent thought. The student engages in critical analysis and debate when others are leading the discussion.  |
| B | The student regularly attends and participates in class. The student has completed all of the assigned readings and reflected on the discussion questions. When leading discussions of assigned topics, the student presents a thesis and supporting evidence that are logical and factually accurate but do not demonstrate independent thought. The student engages in critical analysis and debate when others are leading the discussion on a somewhat regular basis.   |
| C | The student attends and/or participates in class on an irregular basis. The student has not always completed all of the assigned readings and/or reflected on the discussion questions. When leading discussions of assigned topics, the student presents theses and supporting evidence that are not logical and/or factually accurate, and do not demonstrate independent thought. The student engages in critical analysis and debate when others are leading the discussion on an irregular basis.                            |
| D | The student attends and/or participates in class on an irregular basis. The student has not always completed all of the assigned readings and/or reflected on the discussion questions. When leading discussions of assigned topics, the student presents theses that are simplistic, and supporting evidence that is not logical, and/or factually accurate. The presentation does not demonstrate independent thought. The student rarely engages in critical analysis and debate when others are leading the discussion.       |
| F | The student frequently misses class and rarely participates in class discussions. The student has rarely completed all of the assigned readings and/or reflected on the discussion questions. When leading discussions of assigned topics, the student presents theses that are simplistic, and supporting evidence that is not logical, and/or factually accurate. The presentation does not demonstrate independent thought. The student rarely engages in critical analysis and debate when others are leading the discussion. |

**Exams:** Exam 1 will cover weeks 1-5; Exam 2 will cover weeks 6-1; and the final exam is comprehensive. All exams will be essay-format and will ask students to analyze critically the materials covered in the readings, lectures, and class discussions. The grading rubric for all exams is as follows:

|   |   |
|---|---|
| A | The exam demonstrates independent thought. Each thesis statement is clearly articulated and supported by a minimum of three logically compelling arguments that make specific reference to the primary materials under consideration. There are no factual errors. There are few, if any, errors in grammar and spelling.   |
| B | Each thesis statement is clearly articulated and supported by a minimum of three logically compelling arguments that make specific reference to the primary materials under consideration. There are no factual errors. There are few, if any, errors in grammar and spelling. However, the exam does not demonstrate independent thought, but rather reiterates the material covered in the readings, lectures, and classroom discussions.               |
| C | The exam does not demonstrate independent thought. Thesis statements are vague. The arguments do not relate clearly to the thesis or are not logical. There are few specific references to the primary materials under consideration. There are some factual errors and multiple errors in grammar and spelling.  |
| D | The exam does not demonstrate independent thought. Thesis statements are simplistic or unclear or do not pertain to the question asked. There are fewer than three supporting arguments for each essay or the arguments do not relate clearly to the thesis or are not logical. There are very few or no specific references to the primary materials under consideration. There are multiple factual errors and multiple errors in grammar and spelling. |
| F | The exam does not demonstrate independent thought. There are no theses or the thesis statements do not pertain to the question asked. There are fewer than three supporting arguments for the essays, and the arguments do not relate clearly to the thesis or are not logical. There are no specific references to the primary materials under consideration. There are multiple factual errors and multiple errors in grammar and spelling.             |



**Project:** This project requires students to engage in critical analysis of Roman culture and its influence. Students may either write a research paper or participate in staging a production of a play.

*Research Paper:* This paper must address the influence of Roman civilization upon any aspect of the western world. Requirements: 5-7 pages in length (not counting the title page and bibliography); Times 12-point font; 1-inch margins; minimum of five sources. Students are required to submit a thesis statement for the research paper by the eighth week of the semester and to consult the Writing Center before submitting a final draft. A guide for doing research in the Classics as well as grading rubrics for the paper will be provided.

*Play:* This project requires participation by a minimum of 12 students. Students will perform either a play from the ancient Roman period or a play from the western tradition that clearly builds upon Classical models. Students must use staging and costumes that are appropriate to the time period of the selected play, and in their performance they must demonstrate their understanding of the play's main themes. Students must present their project idea to the instructor by the sixth week of the semester. The performance will take place no later than the fourteenth week of the semester. A guide for researching the historical/cultural context for theatrical productions as well as grading rubrics for the performance will be provided.

### **Textbooks**

*Available at the CNU Bookstore*

Boren, H.C. *Roman Society*, 2<sup>nd</sup> ed.

Brown, P. *The World of Late Antiquity: AD 150-750*

Penguin Coursepack for Primary Sources

*On Reserve at Smith Library*

Beard M. et al, *Religions of Rome*

Dodge, H. and J. Coulston, *Ancient Rome: The Archaeology of the Eternal City*

Galinsky, K. *Augustan Culture: An Interpretive Introduction*

Gruen, E. *Culture and National Identity in Republican Rome*

Jenkyns, R. *The Legacy of Rome*

McLure, L. *Sexuality and Gender in the Classical World*

Ramage N. H. and A. Ramage, *Roman Art*

Reinhold, M. *Classica Americana: The Greek and Roman Heritage in the United States*

Zanker, P. *Pompeii: Public and Private Life*

## Schedule of Topics and Readings

- Week 1      Early Rome: Fact and Fiction  
*Topic:* Archaeology vs. the Literary Record, Cultural Self-Representation  
Livy, *Early History of Rome*, Book I (coursepack)  
C. Smith, “Early and Archaic Rome,” pp. 16-41 in *Ancient Rome: The Archaeology of the Eternal City*
- Week 2      Foundations of Roman Culture and Society  
*Topics:* Class, Gender, Family, and Religion  
Livy, *Early History of Rome*, Book II, selected moral *exempla*  
M.I. Finley, “The Silent Women of Rome,” pp. 147-160 in *Sexuality and Gender in the Classical World*  
M. Beard et al, *Religions of Rome*, pp. 18-54
- Week 3      The Early and Middle Roman Republic: Society and Culture in an Expanding Empire  
*Topics:* The Republican Constitution, The Development of the Roman Imperial Ethos  
H.C. Boren, *Roman Society*, Ch. 1 “Beginnings”, pp. 14-19,  
Ch. 2 “The Early Republic”, Ch. 3 “From City-State to the Domination of Italy”
- Week 4      The Early and Middle Roman Republic: Society and Culture in an Expanding Empire  
*Topics:* The Impact of War on the Roman Family and Society, The Rise of Hellenism  
Livius Andronicus, Naevius and Ennius (coursepack)  
Terence, *Adelphoi*, “The Brothers” (coursepack)  
H.C. Boren, *Roman Society*, Ch. 5 “Changing Times”  
E. Gruen, *Culture and National Identity in Republican Rome*, Ch. 2 “Cato and Hellenism”
- Week 5      The Late Roman Republic  
*Topics:* Collapse of Political, Societal and Cultural Structures, Spartacus and Slaves  
Sallust, *The Conspiracy of Catiline* (coursepack)  
Catullus, *Carmina* (coursepack)  
H.C. Boren, *Roman Society*, Ch. 6 “From the Gracchi to the ‘First Triumvirate’,”  
Ch. 7 “Failure of Oligarchy,” and Ch. 8 “Social Change in the Late Republic”
- Exam 1**
- Week 6      The Augustan Age  
*Topics:* The Restoration of Political, Moral and Religious Traditions  
Augustus, *Res Gestae* (coursepack)  
K. Galinsky, *Augustan Culture*, Ch. 3 “Ideas, Ideals, and Values”  
and Ch. 6, “Religion”

***Play: Project Description Due***

- Week 7      Image and Identity: Reading Roman Culture Through Art and Architecture  
*Topics:* The Evolution of the Forum Romanum and Palatine, the Fora of Caesar and Augustus, and the Campus Martius  
               T.J. Cornell, “The City of Rome in the Middle Republic,” pp. 42-60 in  
                     *Ancient Rome: The Archaeology of the Eternal City*  
               S. Walker, “The Moral Museum: Augustus and the City of Rome,” pp. 61-75  
                     in *Ancient Rome: The Archaeology of the Eternal City*  
               K. Galinsky, *Augustan Culture*, Ch. 4 “Art and Architecture”
- Week 8      Poetry and Propaganda  
               Horace, *Roman Odes* and the *Carmen Saeculare* (coursepack)  
               Vergil, *Aeneid*: prophecies, the Underworld in Book 6, Aeneas’ tour of  
                     Rome in Book 8, and the shield of Aeneas (coursepack)  
               Ovid, selections from the *Metamorphoses* and *Poems of Exile* (coursepack)  
               K. Galinsky, *Augustan Culture*, Ch. 5 “Augustan Literature”

***Paper: Thesis Statement Due***

- Week 9      Roman Life in the First Century AD  
*Topics:* Changing Political and Social Structures  
               Petronius, *Satyricon* (coursepack)  
               H.C. Boren, *Roman Society*, Ch. 9 “The Early Empire” and Ch. 10  
                     “State and Society from Gaius to Domitian”
- Week 10     Roman Life in the First Century AD  
*Topics:* City and Society in Pompeii and Herculaneum, Domestic Architecture,  
 The Roman Arena  
               Pliny’s *Letters*, “The Eruption of Mt. Vesuvius” (coursepack)  
               P. Zanker, *Pompeii: Public and Private Life*, “Urban Space as a  
                     Reflection of Society” and “The Domestic Arts in Pompeii”
- Week 11     Imperial Art and Architecture  
*Topics:* Imperial Palaces and Fora, Colosseum, Theaters, Baths, Pantheon,  
 Hadrian’s Villa  
               K. Coleman, “Entertaining Rome,” pp. 210-258 in *Ancient Rome:*  
                     *The Archaeology of the Eternal City*  
               Ramage and Ramage, *Roman Art*, Chh. 4-7 (Julio-Claudians to Hadrian)

**Exam 2**

- Week 12     Late Antiquity, Part I  
*Topics:* A New Society, The Emergence of Christianity  
               P. Brown, *The World of Late Antiquity*, pp. 11-114
- Week13     Late Antiquity, Part II  
*Topics:* The Fall of Rome and the Rise of the Byzantine Empire  
               P. Brown, *The World of Late Antiquity*, pp. 115-203

|            |  |
|------------|--|
| Week 14    | <p>The Roman Legacy in Western Europe</p> <p>R. Jenkyns, ed. <i>The Legacy of Rome</i>, Ch. 1 “The Legacy of Rome”,<br/>Ch. 3 “The Middle Ages,” and Ch. 4 “The Renaissance”</p> |
| Week 15    | <p>Rome and America</p> <p>M. Reinhold, <i>Classica Americana: The Greek and Roman Heritage in the United States</i></p>   |
| <b>TBA</b> | <b>Final Exam</b>  |

# FACULTY COUNCIL ON LIBERAL LEARNING: AREA OF INQUIRY COURSE APPROVAL FORM

## **PART A:**

Course Number and Title: CLST 212 Roman Culture

Department: Modern and Classical Languages and Literatures

Date of Faculty Council Vote:

## **PART B:**

**Area of Inquiry: Check One**

**\*Western Traditions**

☐ Global and Multicultural Perspectives

☐ Formal and Informal Reasoning

☐ Investigating the Natural World

☐ Creative Expressions

☐ Identity, Institutions and Societies

## **PART C:**

If course is Not Approved, additional comments may be added on the reverse side. Proposal is then to be returned to the Department that submitted it.

## **PART D:**

| Organization             | Signature | Date | Approve | Do Not Approve* |
|--------------------------|-----------|------|---------|-----------------|
| Liberal Learning Council |           |      |         |                 |
| CLAS Curr. Comm          |           |      |         |                 |
| SofB Curr. Comm          |           |      |         |                 |
| CLAS Dean                |           |      |         |                 |
| SofB Dean                |           |      |         |                 |
| UCC Chair                |           |      |         |                 |
| Faculty Senate Pres.     |           |      |         |                 |

\*If “Do Not Approve”, please explain why.