CULTURE WARS IN ROME
Herbst Program of the Humanities
University of Colorado
MAY 2018

Instructor: Dr. Diduch

Classroom: Lesser House

Time: On-campus meetings: May 11 and 12, 9am—3pm

Office: Lesser House, 2501 Colorado Ave

Office Hours: By appointment

Email: paul.diduch@colorado.edu (best way to reach me)

Course Description:

Culture Wars in Rome: This course is a (very!) broad investigation of the highpoints of the literature, history, art and architecture, theology, and philosophy that have shaped Rome and, to a considerable extent, the entire western world over the last 2,500 years.

Do you want to know something about how religion affects politics? About the strengths and weaknesses of republican or democratic government? About whether the needs of a society may conflict with the interest of individuals? About the rise and fall of powerful empires? About the origins of our modern secular (or “non-religious”) western world? About monumental art and architecture? About the origins of engineering? About great literature? Then the study of Rome has much to offer. It is fascinating, highly influential, and an enduring point of reference for politics both good and bad; it also helps raise (big) questions on which intelligent people disagree.

This will not be primarily a history course, but it will be useful to keep in mind the following simplified and provisional division of Roman culture and history:
I. Ancient pagan, aristocratic Rome: “Rome of the Caesars” (1000 years)

II. Medieval Christian, monarchical or papal Rome: “Rome of the Popes” (1000 years)

III. Modern secular, democratic Rome: “Rome of the People” (150 years)

We will try above all to understand why these three Roman cultures were so hostile toward one another. By so doing, we will understand better these three fundamentally different and influential views of how human beings should live as individuals and in society. Is, for example, democracy superior to aristocracy and monarchy? Are secular societies superior to ones supported by religious beliefs? Can toleration and multiculturalism solve the challenges posed by cultural disagreement? Should a society stress human rights and entitlements over duty and obligation to the common good?

More generally, this course is designed to give you good practice in careful reading and observation, in addition to intelligent conversation. Francis Bacon, a father of modern engineering, referred well to these goals when he said “Reading enriches the mind, conversation makes it nimble, and writing makes it precise.” If things go well, you will also learn to derive increased enjoyment from these three kinds of activities.

GOALS AND OUTCOMES

Here is a more specific breakdown of the content learning and skill development this course aims to provide.

1. Students will be able to identify key ideas, concepts, assumptions, and values of certain core texts and works of art and architecture in the Western tradition.
2. Students will improve their reading comprehension by practicing active reading strategies.
3. Students will improve their writing skills by preparing a final report on their experience in Rome.
4. Students will engage their capacity for critical thinking by performing rational analysis and logical argument.
5. Students will practice oral communication skills and refine their sense for civil conversation by participating in graded class discussion, and giving on-site presentations.

Texts
Blue Guide to Rome (will be provided)
Shakespeare, Julius Caesar  Modern Library Paperback (preferred edition)
Nietzsche, On the Use and Abuse of History for Life (Hackett)

All other course readings will be made available to you electronically through D2L. If I have problems posting materials to D2L, I will simply email you the readings in advance,
so please check routinely your CU email account. Likewise, if you have problems finding the readings, just email me and I will send you what you need.

Assignments and Grading:

Participation in Pre-Departure Classes – 15%
Participation in On Site Discussion and Activities – 40%
On-Site Presentation – 10%
Final Exam (in Rome) – 10%
Portfolio, including Sketching Assignment (Final Project) – 25%

PLAGIARISM IS STRICTLY PROHIBITED.
IF YOU HAVE QUESTIONS OR CONCERNS ABOUT WHAT COUNTS AS PLAGIARISM, ALWAYS CONTACT ME FIRST BEFORE HANDING IN YOUR ASSIGNMENT.

STUDENTS ARE EXPECTED TO ABIDE BY THE CU HONOR CODE
All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://www.colorado.edu/academics/honorcode/

Grading Scale

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Courtesy in the Classroom

Please note that your participation grade will reflect how well you demonstrate courteous conduct in class, both to myself, but especially toward your fellow students. To help you understand what I mean by ‘Courtesy in the Classroom,’ consider the following rules I expect to implement:

• Since most texts are electronic, I don’t mind if you use your laptop to read them in class, though I much prefer that you work from hardcopies. If you
plan to use a computer, then you must not use it for any other purpose than reading the assigned text for that day. All phones, i-pods (etc.) are to be put away before class.

• Do not get up and leave while class is in session.
• No eating in class. You may bring whatever beverage you wish.
• Do not engage in any activity that causes a distraction to the instructor and/or to other students in the class. It should be noted that I will be the one who defines what constitutes a distraction.
• You are not allowed to do work for other courses during our class time. Working on appointment calendars, schedules, etc. is also prohibited.

Disabilities
If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu.

If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with me.

Religious Observances
Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. If you have a schedule conflict due to religious obligations, please see me before or after class or visit my office so we can discuss the appropriate accommodation. See full details at http://www.colorado.edu/policies/fac_relig.html

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have
been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. 
Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://hr.colorado.edu/dh/ 

READING AND ASSIGNMENT SCHEDULE FOR PRE-DEPARTURE CLASSES

NOTE: we will take brief breaks every hour or so, with a significant break for lunch at 11:30

Meeting 1  
Friday May 11  
9:00 am: Nietzsche, On the Use and Abuse of History for Life  
10:00 am: Ambler, What is a Roman Education?  
11:00 am: Livy, Life of Romulus  
11:30 am: LUNCH  
12:00 pm: Livy, Lives of Romulus, Numa, Brutus and Other Heroes (focus on Mucius and the Rape of Lucretia)  
1:00 pm: Plutarch, Life of Caesar; Suetonius on Augustus  
1:30 pm: Shakespeare’s Julius Caesar  
3:00 pm: adjourn  
NOTE: I strongly recommend the supplemental readings from Epictetus and Epicurus

Meeting 2  
Saturday May 12  
9:00 am: Gospel of Matthew  
10:30 am: Eusebius on Constantine, Christianity vs Paganism (focus especially on Augustine)  
11:00 am: Wilken on Porphyry’s Critique of Christianity  
11:30 am: LUNCH  
12:00 pm: Gibbon on Age of Theodosius and Decline of Rome; Innocent III on Papal Authority  
1:00 pm: Machiavelli, Hobbes  
2:00 pm: Marx, Mussolini  
3:00 pm: adjourn  
NOTE: I strongly recommend Kaiser on Contemporary Papal Authority

All information contained herein is subject to change at my discretion. I will inform you if any changes become necessary.