

Greece, Rome and the American Experience: 1703 – 2000

History 4325 (22243)

Spring 2017

MW. 3:00 to 4:20

Worrell 205



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Class Outlook: In the early 1760's as Britain emerged from the Thirty Years War, the demands of a global Empire and the obligations of governments to their people grew into considerations of monumental importance. Similar concerns saturated the British colonies in the Americas. In the search for answers, intellectuals such as Edward Gibbon (*Decline and Fall of the Roman Empire*) found precedents in the successes and failures of Europe's greatest empire, Rome. The examples influenced Americans like Thomas Jefferson and John Adams as well. This wave of interest in Rome stimulated a new, energetic revival of literary and artistic creativity in and about Rome, the so-called Postmetropolis Era, which stimulated international adaptations of Roman imagery as a

language of national accomplishment, global hegemony, balanced government, national identity, and individual moral responsibility.

The city of Rome, its landscape of monuments, and the literature of its classical past provide one part of the primary source material for this seminar. The second set of primary sources are the documents, letters and buildings that constitute a record of the reactions of Americans to Roman culture in the sixteenth to the twentieth centuries. Seminar participants will examine the literary and artistic remains of Rome from the ancient and post metropolitan periods. Additionally, the modern physical remains of the ancient imperial city have taken on a Renaissance and Baroque arrangement, which forms a timeless alphabet of heroic themes, images and ideological symbols which from the sixteenth through the nineteenth centuries were powerful representations of global expansion and national identity. Two central questions will frame the work of the class: (1) Which pieces of Roman literature and art inspired national ideologies? (2) How did those images come to life, succeed, and adapt in the formerly British territories of North America?

Class Objective: The seminar is designed to familiarize seminar participants with the literature, monuments and physical space of Rome and to study how these elements helped to shape the politics, society, and intellectual outlook of the men and women in the former British North American colonies that became the United States. Students will examine the role of Roman Classicism in global history and how it contributed to the crossing of boundaries and the linking of systems in the human past. To this day, the city of Rome is a living example of interconnected systems and ideas. Students will participate in the evaluation of ancient documents and materials. Class time will concentrate on the assessment of historical material through dialogue among students and the professor.

In the end, every student, with the professor's guidance, will research and complete a fully developed historiographical analysis of a significant historical person, event or issue that reveals an aspect of Rome's legacy in America. Each analysis shall include a formal classroom presentation.

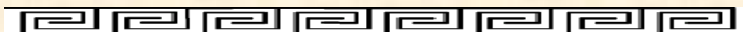
Participants and instructors will meet on Mondays and Wednesdays from 3:00 to 4:20 PM to discuss assigned readings and personal perspectives.

Working on the principle that learning requires preparation, seminar participants will begin their weekly study of American reaction to Rome's legacy by responding to an electronic question posed on the Blackboard discussion board before the Monday and Wednesday meetings. At the beginning of each class meeting, one member of each group will summarize their group's discussion to begin the whole discussion. Summaries will be graded.

Achieving the Class Objective: Students can successfully achieve the class objective by preparing for class, participating in classroom activities such as the tickets to class and class discussions, and completing their historiographical analysis on time in four progressive steps: (1) research proposal, (2) oral report, (3) critiques of oral reports, and (4) final paper.

The **purpose of the research proposals**, the oral reports, the report critiques, and the final research paper shall be to improve the information literacy of students. To do this students will identify and discuss the primary and secondary source materials that inform us about the topic being researched and demonstrate how to research these primary sources on-line. The discussion of historical source material shall include: (1) A discussion of the relevant primary sources for each topic; (2) What the primary sources reveal about ancient history and culture; (3) The strengths and weaknesses of the primary sources; (4) Besides the sources in the assigned readings, what other primary source materials help to illuminate the assigned topic; (5) The methods and approaches of the different secondary interpretations of the assigned topic and its relevant primary sources. (6) The availability of on-line material about the assigned topic: (7) How to organize the material into a coherent and useful presentation.

Over the course of the semester students will work to achieve the course goal (the final paper) through a series of progressive steps. Students will be graded at each step.



Step One will be the selection of a research topic and the preparation of an initial **500 word research proposal** that presents a thesis, gives a concise prospective of the material that illuminates the thesis, explains the method for researching the topic, provides an outline for the project, and cites a bibliography of at least two primary and eight secondary sources to be consulted in the course of the project (at least one of the secondary sources must be an article from a scholarly historical journal). Draft proposals are due February 22, 2017.

Following the submission of the initial proposal on February 22, **each student must schedule a conference with the professor** to discuss her/his research project. Failure to confer with the professor will lower the grade for the project.

Step Two in the project will be for every student to revise and improve their proposal. All students wishing to gain credit must completely revise their initial proposal by March 22. Submission of the totally revised proposal by March 22 will be worth 150 points toward the student's final grade, provided the student has submitted both a preliminary and revised proposal, and the revisions have been completed to the professor's satisfaction. Ten points will be deducted for every day either the initial or revised proposals are late. Both the initial and revised proposals must be correctly formatted and electronically submitted on Blackboard.

Step Three in the research project will be the preparation and presentation of an **oral report** to the class. Oral reports will explain the progress and results of each student's research into the documentary evidence concerning their topic. Each reporter will provide a set of at least 20 pages of reading to help class participants prepare for the oral report. Presenters must utilize an effective Power Point presentation and provide the class with a hard copy outline of their report. (Reports must be a minimum of 15 minutes in length and not longer than 20 minutes.) Oral reports shall count 200 points toward the final grade. Oral reports will begin on April 12. Every student will complete an in-class written critique of the quality of the presentation and the research explained in the oral report. One non-reporting student will be assigned to compose an extended critique of the quality of the presentation and research of each report. (Critiques must be 500 and 1200 words) They are due at the class meeting one week after the oral report that is

evaluated. Evaluations must assess the quality of the report's research, the quality and relevance of assigned readings, how well the report utilizes class readings and research readings, in addition to the overall quality of the report. Each critique shall count 100 points toward the final grade. Assignments of reports will be made by the professor.

Step Four in the research project will be the completion of a thoroughly researched and correctly written, final paper. Papers must contain a minimum of 15 pages of text. Title page and bibliography do not count as text pages. (Completed papers are worth 500 points.) Paper must contain proper footnote citations of information sources and a correctly presented bibliography of sources consulted in the student's research. In researching and writing the final paper, students must use and correctly cite at least two primary and eight secondary sources (at least one of the secondary sources must be an article from a scholarly historical journal). Final papers must be submitted electronically on Blackboard. **Papers are due on May 10, 2017**, without exception. The purpose of the research proposals, the oral reports, the report critiques, and the final research paper shall be to identify and discuss how the primary and secondary source materials deal with the topic assigned to each student. The discussion of historical source material shall include: (1) A discussion of the assigned primary sources for each topic; (2) What the primary sources reveal about the topic under consideration; (3) The strengths and weaknesses of the primary sources; (4) Besides the sources in the assigned readings, what other primary source materials help to illuminate the assigned topic; (5) The methods and approaches of the different secondary interpretations of the assigned topic and its relevant primary sources.

Final paper must include a developed lesson plan designed to present the research material to a class of High School level students. **Lesson Plans are due May 10, 2017**. Properly submitted lesson plans are worth 100 points.

Graded Participation: Student participation in the tickets to class and the discussions generated by the oral reports shall be considered in the assignment of final grades. Since the **success of discussion depends upon student preparation** and the free and open discussion of various opinions, **all students must do the assigned readings before class meetings**, participate

in on-line discussions, participate in class discussions, and act in a considerate manner when assessing the ideas of classmates. A lack of tolerance shall be considered cause for dismissal from the class.

On class days when there are no student reports, to stimulate student preparation for every class, students will be required to evaluate the day's readings and submit their observations before each class. Electronic answers are due by 11:00 AM the day of class. (Electronic answers are worth 40 points per week.)

On class days when students report, non-reporting and non-critiquing students must complete a written evaluation of the day's report. Evaluations must assess the quality of the report's research, the quality and relevance of assigned readings, how well the report utilizes class readings and research readings, in addition to the overall quality of the report. (Each survey is worth 15 points.)

Electronic questions, report critiques and oral report surveys are designed to evaluate student readiness to engage the material. Student readiness depends upon the extent of the student's reading and research.

Final Grades: Activities related to the research project make up slightly more than two thirds of the final grade: research proposal = 150 pts.; oral report = 200 pts.; one developed written critique of an oral report = 100 pts; final paper = 500 pts. (1000 pts.) The other portion of the grade will be based on student participation in the Tickets to Class and the Report Evaluations. Based on the number of students in the class as many as nine Tickets to Class will be added to student grades for 40 pts. each = 360 pts., and 4 graded report evaluations at 20 points each = 80 pts. There are also 100 pts. available for the lesson plan. (540 pts.)

Based on a total of 1540 total points for the semester 100% to 90% of the available points (at least 1386) = A; 89% to 80% (at least 1230) = B; 79% to 70% (at least 1074) = C; 69% to 60% = (at least 920) = D: 919 or lower = F.

Sample Research Question

The Greek historian Polybius (second century BCE.) presents the following capsule assessment of Rome's overseas conquest during the third and second centuries BCE:

It was because of their defeat of the Carthaginians in the Hannibalic War that the Romans, thinking that the chief and most essential step in their scheme of universal aggression had been taken, were first emboldened to reach out their hands to grasp the rest, and to cross with an army to Greece and Asia.

What does this passage tell us about Polybius' method of writing history? Who was he? Who was he writing for? Where did he get his information? Did he handle his information in a sound manner? How do modern historians judge his assertion that the Roman conquest was a fore ordained and planned accomplishment? Justify your conclusion.

Required Texts

Carl Richard, *Why We're All Romans*

Caroline Winterer, *Culture of Classicism*

Eran Shalev, *Rome Reborn on Western Shores*

Proposed Syllabus

Date	Topic	Readings
W - Jan 18	Introduction	Syllabus
M - Jan 23	Cicero's Greatest Moment	C. J. Richard, <i>Why We're All Romans</i> p. xi-xv, 1-29, and 113-124. <i>Cicero: First Oration Against Catiline</i> <i>Commentary on Cicero's Life and Letters.</i> * Read: Public Life and Contemporary Politics, Sections I to VIII.
W - Jan 25	Cicero and Roman Civic Behavior	Sallust, <i>Conspiracy of Catiline</i> * C. J. Richard, <i>Why We're All Romans</i> p. 173-177.

		C. Winterer, <i>The Culture of Classicism</i> , p. 1-43.
M - Jan 30	Language for Civic Discourse	Eran Shalev, <i>Rome Reborn on Western Shores</i> : p. 1-72
W - Feb 1	The Roman Constitution	Cicero, <i>De Republica</i> , Bks. I.33-71 & II.1-44 * Polybius, <i>Histories</i> , Bk. VI.1-18 * C. J. Richard, <i>Why We're All Romans</i> p. 135-163.
M - Feb 6	Meet in Library 204A Notify Dr. Weber of your research topic	Marius, p. 1-97 *. Ms. Hill, <i>Research Guide</i> *
W – Feb 8	John Adams	John Adams, “Thoughts on Government” & “A Defence of the Constitutions of the United States” * D. M. Robathan, “John Adams and the Classics” * C. Winterer, <i>The Culture of Classicism</i> , p. 44-76.
M - Feb 13	Natural Law	Cicero, <i>De Legibus</i> , Bks. II & III * Cicero, <i>De Officiis</i> , Bk. III * Cicero, <i>Pro Sestio</i> , Chap. 96-135 * <i>Cicero: Stanford Encyclopedia of Philosophy</i> *
W- Feb 15	Constitution and Law	C. J. Richard, <i>Why We're All Romans</i> p. 43-54. <i>Polybius, Histories</i> bk. VI; * <i>Federalist Papers</i> 1, 47. 48 & 63. * <i>Ames and Montgomery, “The Influence of Rome on the American Constitution”</i> * C. Winterer, <i>The Culture of Classicism</i> , p. 99-183.
M - Feb 20	Visual Culture in the Eighteenth Century	L. Maluga, “Piranesi Over Time” * “Le Vedute di Roma by Giovanni Battista Piranesi” video part 1 * Christopher M. S. Johns, “Piranesi and the Fabrication of Rome in the European Imagination” video *
W- Feb 22	Draft Research Proposals Due	

M - Feb 27	Rome and the American Revolution	<p><i>Virginia Declaration of Rights</i> *</p> <p>J. Addison, <i>Cato: A Tragedy in Five Acts</i> *</p> <p>J. M. Farrell, “New England’s Cicero: John Adams and the Rhetoric of Conspiracy” *</p> <p>Eran Shalev, <i>Rome Reborn on Western Shores</i>, p. 73-150</p>
W- Mar 1	HERA	
M- Mar 6	Edward Gibbon and Historical Continuity	<p>Edward Gibbon, <i>Introduction to 1845 Edition of The History of the Decline and Fall of the Roman Empire</i> *</p> <p>Gibbon, Vol. I: Chapters I, II, III *</p>
W - Mar 8	Edward Gibbon continued	Gibbon, Vol. II & III: Chapter XV & XVI *
Mar. 9-13	Spring Break	Mar. 9-13
M -Mar 20	Global Concepts and the Founders	<p>John Adams, “A Dissertation on Canon and Feudal Law” and “Novangelus vs Massachusettenis” *</p> <p>Z. Yavetz, “Why Rome” *</p> <p>C. J. Richard, “Why We’re All Romans” p. 223-284.</p> <p>R. Cummere, <i>The American Colonial Mind and the Classical Tradition</i>, p. 1-75. *</p>
W-Mar 22	<p>Inspiration from the Grand Tour: Reactions to being there.</p> <p>Rewritten research proposals due.</p>	<p>Melanie Ord, “Representing Rome and the self in Anthony Munday’s <i>The English Roman Life</i>,” in <i>Travels and Translations in the Sixteenth Century</i>, p. 45-61. *</p> <p>Jeremy Black, “Fragments from the Grand Tour” *</p> <p>Review of Edward Chaney, <i>The Evolution of the Grand Tour: Anglo-Italian Cultural Relations since the Renaissance</i> *</p> <p>Walter W. Hyde, “The Two-Hundredth Anniversary of the Birth of Winckelmann” *</p>
M -Mar 27	Americans Abroad	REVIEW: C. Winterer, <i>The Culture of Classicism</i> , p. 1-76.

		<p>Arthur S. Marks, “Angelica Kauffmann and Some Americans on the Grand Tour” *</p> <p>Drew G. Faust, “A Slave owner in a Free Society: James Henry Hammond on the Grand Tour, 1836-1837” *</p> <p><u>Favorite Readings on the Grand Tour</u></p> <p>Cato, <i>De Agricultura</i> , Introduction: 1-22 *</p>
W-Mar 29	Rome: The Physical City	<p>Krautheimer, 231-259 & 271-288 *</p> <p>Pliny the Younger,</p> <p><i>General Letters</i> XXIII, XXVII, XXXVI, XLIII, LII, LVI, CVIII. <i>Letters to Trajan</i> II, XCVII2, XCVIII, * <i>Res Gestae Divi Augusti</i>, p. 1-16, 18-37. *</p>
M – Apr 3	Art and Architecture	<p>C. J. Richard, <i>Why We’re All Romans</i>, p. 55-82.</p> <p>Vitruvius, <i>De Architectura</i> 1.1-2: “Education of the Architect” and “Fundamental Principles of Architecture” and 5.1: “The Forum and Basilica.” *</p> <p>Richard Wilson, “Thomas Jefferson’s Classical Architecture: An American Agenda” *</p> <p>R. H. Gabriel, “Thomas Jefferson and Architecture” *</p>
W - Apr 5	American Classical Forms	<p>Mark Wenger, “Thomas Jefferson and the Virginia State Capitol” *</p> <p>“Jefferson to James Madison” Letter of Sept. 20, 1785. *</p> <p>S. M. Bedford, “John Russell Pope: Architect of Empire” *</p>
M -Apr 10	The American reimagining of Rome.	<p>Eran Shalev, <i>Rome Reborn on Western Shores</i>: p. 151 – 240.</p> <p>C. Winterer, <i>The Culture of Classicism</i>, p. 77-98.</p> <p>Plutarch, <i>Life of Fabius Maximus</i>. *</p> <p>Livy, <i>History</i>, III.14-29 *</p> <p>R. M. Gummere, “The Classical Politics of John Adams,” *</p>

W -Apr 12	Student Research Reports & Evaluations	
M -Apr 17	Student Research Reports & Evaluations	
W-Apr 19	Student Research Reports & Evaluations	
M -Apr 24	Student Research Reports & Evaluations	
W -Apr 26	Student Research Reports & Evaluations	
M -May 1	Student Research Reports & Evaluations	
W -May 3	Student Research Reports & Evaluations	
T -May 10	Papers Due	

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at www.sa.utep.edu/cass.