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Every society provides education for its members. The methods and content of that education are shaped by the society's culture so that certain themes appear as being decisive in the society's educational agenda. This course studies central themes that identify the particular cultural heritage of Western society and that ground the most fundamental issues of Western education.

In addition to classroom discussion of central writings in the Western tradition, this course uses the city as the classroom since in Rome are found physical remnants of the cultural forces that shaped the contours of Western culture. In Rome our cultural past, visible and palpable, can be seen and touched. Students in this course will be taught to "read" the Eternal City, helped in this by commentary and exploration on site, in order to comprehend the beliefs that shape the educational programs developed in Western Civilization.

This course has a basic rhythm: discussion of texts in class at the Rome Center, site visits in Rome, reflection on the experience of encountering Rome. In all of this the effort is to identify and understand the significance of basic themes of Western education. Some of the questions that will be explored both in class and on site in Rome are:

Who is the Other? In the West, some persons are identified as clearly outside of the culture. How have those definitions been fashioned and how are they changed.

Who can be admitted as citizens? Mechanisms have been developed that make it possible for new members to attain citizenship. What are those mechanisms in Western civilization?

What is the relationship between the state and the individual? Limitations are placed on the extent to which individual peculiarity is tolerated. What is the nature of the tension between the idiosyncratic and the centrally organized and how is that tension resolved?

What is the realm of the divine? Western culture has often recognized a transcendent reality, but has allocated different spaces for the reign of the divine. What is secular and what is sacred?

Who qualifies for full human development? What capacities have been attributed to men, women, and slaves in Western civilization? What cultural resources are available for altering social roles defined by gender or social status?

What is the nature of human excellence? As a culture evolves and absorbs new resources, the possibilities for defining human excellence changes. What resources have been assembled in the West for defining human excellence?

The claim here is that these are themes basic to determining the educational agenda, formal and informal, in Western civilization, and that responses to these themes are represented in the physical remains of Rome so that Rome serves as an effective visual aid for discovering the cultural components of Western education.

Course Methodology

The course will be taught in two different settings: the classroom and the city. For the classroom, readings will be discussed from the Western tradition of thought that reveal the cultural context for education in Western civilization. Through site visits, students will acquire a more than ordinary acquaintance with Rome including major attractions closely identified with Rome, e.g. the Roman Forum and Colosseum, but also locations that only the more experienced student of Rome would come to know, e.g. the Villa Farnesina. Not all of Rome, of course, is included; that would be impossible. But all the sites selected for study have the capacity to reveal defining themes in the culture within which our contemporary schooling takes place so that our current educational programs can be seen to represent an agenda shaped by the long history of our culture.

Certification Requirements

This course will satisfy the foundation requirement for either Type 75 Administrator Certification or for Teacher Certification.

Readings

Required: Epictetus, *The Handbook*

Perry, Peden, Von Laue, *Sources of the Western Tradition*, Volume I: From Ancient Times to the Enlightenment, 6th edition (2006)

Course Requirements

Students are expected to:

- attend every class;
- participate in class discussions;
- prepare and deliver a commentary on an assigned passage from Epictetus's *The Handbook*;
- keep a daily, reflective journal which will be submitted for review by the instructor.

Grading Policy

Class participation, including the commentary on Epictetus: one-quarter of the final grade.

Quality of the daily journal: three-quarters of the final grade.

N.B. Students will be asked to submit their journals for a "mid-term" review following the first week of class

Tentative Class Schedule

Week 1 – Class Schedule	Site	Week 2 – Class Schedule	Site
Monday, July 9 1:30 PM 3:00 PM	Rome Center: Rome and the Western tradition Roman Forum	Monday, July 16 10:00 AM 2:30 PM	Rome Center: Christian transformation of classical culture S. Sabina; S. Clemente
Tuesday, July 10 8:30 AM 10:15 AM	Rome Center: Visions of human excellence Colosseum	Tuesday, July 17 8:30 AM	Villa Farnesina S. Maria degli Angeli
Wednesday, July 11 10:00 AM 3:00 PM	Rome Center: Rationality and human excellence S. Carlo alle Quattro Fontane; S. M. della Vittoria	Wednesday, July 18 8:30 AM	Capitoline Hill Piazza Minerva Pantheon
Thursday, July 12 10:00 AM 1:30 PM 6:00 PM	Rome Center: humanism Rome Center: Introduction to the Vatican Museum Vatican Museum	Thursday, July 19 8:30 AM 2:00 PM	Trevi Fountain Jewish Ghetto
Friday, July 13 8:30 AM	Rome Center: women and human excellence	Friday, July 20 8:30 AM	St. Peter's Square and Basilica