

Kiran Cunningham and Anne Haeckl Handout: Structured Reflection for Transformative Learning:  
Using Sophomore Seminars to Prepare Students for Study Abroad  
November 6, 2009: Beloit College Conference on Integrating Study Abroad into Campus Curricula

**HOW THE ROMANS DID IT: GLOBALIZING YOURSELF THROUGH  
INTERNATIONAL EDUCATION  
SOPHOMORE SEMINAR SYLLABUS**

INSTRUCTOR: ANNE E. HAECKL, CLASSICS DEPARTMENT, KALAMAZOO COLLEGE

**COURSE DESCRIPTION AND GOALS:**

Young men and women who came of age during the heyday of the Roman Empire in the second century CE faced many of the same challenges now confronting Kalamazoo College sophomores as they prepare for study abroad: how can you best harness the transformative potential of international, experiential education to become productive citizens and leaders in a global, multicultural world? What theoretical foundations can help you negotiate issues of self-definition and representation that emerge from encounters with cultural diversity? How will performing rites of passage into adulthood on a world stage, while learning new dialogues of national, ethnic, class, gender and sexual politics, affect your own sense of public and private identity? This course is designed to interrogate the impact of international education on personal identity by fostering reflective connections between the lived reality of 21<sup>st</sup>-century American students and their academic study of the Classical past.

Imperial education under Rome's Antonine emperors (138-192 CE) provides a provocative model for our comparative cultural inquiries. Ancient texts and art vividly record the broad range of Roman responses to formative internationalized experiences. As a Classical framework for structured reflection, we will explore identity politics in Roman Spain, a province transmuted from rebellious conquest to homeland of emperors; the Second Sophistic curriculum of the young emperor-in-training Marcus Aurelius; the ill-fated intercultural marriage between a Roman noblewoman, Annia Regilla, and a Greek millionaire, Herodes Atticus; the picaresque journeys of Lucius, a fictional young Roman provincial whose adventures crossed boundaries of culture, class and even species; and the star-crossed romances of young Greek lovers imperiled by travel even during the putative *pax Romana* ("Roman peace") of Rome's Antonine "Golden Age."

**TEXTBOOKS:**

- Apuleius, *The Golden Ass*, translated with introduction and explanatory notes by G. Walsh (Oxford 2008).
- M. W. Gleason, *Making Men: Sophists and Self-Presentation in Ancient Rome* (Princeton 1995).
- Grant, M. *The Antonines: The Roman Empire in Transition* (London and New York 1996).
- S.B. Pomeroy, *The Murder of Regilla: A Case of Domestic Violence in Antiquity* (Cambridge, Mass. 2007).
- Marcus Aurelius and Marcus Cornelius Fronto, *Marcus Aurelius in Love*, edited, translated, and with an introduction and commentary by A. Richlin (Chicago 2007).
- B.P. Reardon, *Collected Ancient Greek Novels* (Berkeley 1989).
- Other readings as handouts or on e-reserve.

<b>COURSE REQUIREMENTS:</b>	Five writing assignments:	
	Structured reflection paper #1	15%
	Structured reflection paper #2	15%
	Structured reflection paper #3	15%
	Structured reflection paper #4	15%
	Structured reflection paper #5	15%
	Attendance, Oral Presentations & Discussion	25%

**WEEK 1: GLOBAL CULTURE IN ROME’S AGE OF THE ANTONINES**

**READINGS:** Grant, *The Antonines*, Introduction and Chapters 1-2, pp. 1-38; E-reserve readings on Roman Spain.

Mon. Introduction to the Roman Empire under the Antonine Dynasty: Roman Spain as Incubator of Emperors

Weds. International Elites in the Second Century Spain: Case Studies of Tarraco (Tarragona), Corduba (Córdoba) and Augusta Emerita (Mérida)

Fri. Popular Culture and Provincial Diversity in the Roman Imperial World: Conquest, Colonialism and Reciprocity

**WEEK 2: THEORIZING IDENTITY AND SELF-REPRESENTATION ACROSS CULTURES**

**READINGS:** Gleason, *Making Men*, Preface and Introduction; Grant, Chapter 7, pp. 128-146; E-reserve excerpts from P. Bourdieu, *Outline of a Theory of Practice*; E-reserve chapter, “Antonine Art,” from D.E.E Kleiner, *Roman Sculpture* (New Haven and London 1992).

**WRITING ASSIGNMENT #1:** Structured reflection on application of *habitus* analysis to your own sense of identity and self-presentation

Mon. *Habitus* and its Applications in Historical Scholarship and Contemporary Self-Analysis

Weds. Reading Self-Presentation in Roman Portraits I: The Antonine Imperial Image

Fri. Reading Self-Presentation in Roman Portraits II: Private Citizens and Provincials

**WEEK 3: FINDING YOURSELF AT HOME AND ABROAD: INTERROGATING IDENTITY THROUGH IMAGERY**

**CLASS PRESENTATIONS:** Application of *habitus* analysis to norms of identity and self-presentation in peers from your study abroad site

**WRITING ASSIGNMENT #2:** Structured reflection on application of *habitus* analysis to identity and self-presentation in peers from your study abroad site

Mon. Class Presentations and Discussion

Weds. Class Presentations and Discussion

Fri. Class Presentations and Discussion

**WEEK 4: THE SECOND SOPHISTIC: BECOMING ROMAN THROUGH GREEK PAIDEIA**

**READINGS:** Grant, Chapter 6, pp. 83-127; Gleason, *Making Men*; E-reserve excerpts from Cicero, *de Officiis*.

Mon. What the Heck is the Second Sophistic? Greek *Paideia* and Roman Cultural Identity

Weds. Traveling Teachers, Study Abroad and Grand Tours Roman-Style

Fri. Roman Rhetorical Training and Multicultural Performances of Gender and Sexuality

**WEEK 5: MARCUS AURELIUS, FRONTO AND THE EROTICS OF ROMAN INTERNATIONAL EDUCATION**

**READINGS:** Grant, Chapter 3, pp. 39-59; Richlin, *Marcus Aurelius in Love*; E-reserve excerpts from Marcus Aurelius, *Meditations*

Mon. From North Africa to the Imperial Court at Rome: Fronto the *Magister Imperatorum*

Weds. The Relationship of Marcus Aurelius and Fronto: Latin Pedagogy and Greek Pederasty

Fri. Greek Philosophy, Roman Experiential Education and the Maturation of Marcus Aurelius

**WEEK 6: FATAL ATTRACTION: HERODES ATTICUS AND ANNIA REGILLA**

**READINGS:** Pomeroy, *The Murder of Regilla*; E-Reserve Excerpts from Philostratus, *Lives of the Sophists* (II, 1. *Herodes Atticus*)

**WRITING ASSIGNMENT #3:** Structured reflection on an Antonine murder mystery and your own anxieties about cross-cultural relationships: The toxic dynamics of culture clash, character and gender in the death of Regilla

Mon. Herodes Atticus: Sociopathy and the Limits of Intercultural Learning

Weds. Annia Regilla: Incompatible Greek and Roman Constructions of Womanhood

Fri. The Death of Regilla: A Marriage Made in Multicultural Hell?

**WEEK 7: TRANSFORMATIVE TRAVELS: METAMORPHOSIS IN *THE GOLDEN ASS***

**READINGS:** Apuleius, *The Golden Ass*

**WRITING ASSIGNMENT #4:** Structured reflection on ways to identify with Lucius and his transformative experiences (literal and figurative) of adventurers abroad

Mon. Author Without Borders: The International Career of Apuleius

Weds. Youthful Curiosity and the Spirit of Adventure: Lucius as a Model for Your Study Abroad Experience

Fri. Reversals of Fortune: Lucius and Uncomfortable Encounters Across Class and Culture

**WEEK 8: DANGEROUS INTERNATIONAL LIAISONS I: GREEK NOVELS AND ROMAN READERS**

**READINGS:** Achilles Tatius. *Leucippe and Clitophon* in B.P. Reardon, *Collected Ancient Greek Novels*, pp. 170-284.

Mon. Hello, Young Lovers: The Greek Romance Novel and Roman Popular Culture

Weds. Melodramatic Travels: Escapism and Exoticism in *Leucippe and Clitophon*

Fri. Did the Journey Matter? Happy Endings and Experiential Learning in *Leucippe and Clitophon*

**WEEK 9: DANGEROUS INTERNATIONAL LIAISONS II: GREEK NOVELS AND ROMAN READERS**

**READINGS:** Heliodoros, *An Ethiopian Story* in B.P. Reardon, *Collected Ancient Greek Novels*, pp. 349-588.

**WRITING ASSIGNMENT #5: Innocents Abroad:** Structured reflection on encounters with danger and cultural dissonance in Greek romance novels and your own concerns about safety while studying abroad.

Mon. Epic Adventures and Sweeping Saga: The Big, Fat *Ethiopica* of Heliodoros

Weds. Romancing Realism: Geography, Ethnicity and Religious Diversity in *An Ethiopian Story*

Fri. Did the Journey Matter? Happy Endings and Experiential Learning in *An Ethiopian Story*

**WEEK 10: GLOBAL CULTURES IN JEOPARDY: THE LATE ANTONINE EMPIRE AND 21<sup>ST</sup>-CENTURY WORLD INSTABILITY**

**READINGS:** Grant, Chapters 4 (pp. 60-79) and 8 (pp.147-162). .

Mon. Marcus Aurelius at War and Commodus as Conflicted Heir of Cosmopolitan Ideals

Weds. Studying Abroad in an Age of Anxiety: Final Lessons from Rome's Antonine Period?