

CLAS 140-02/HIST 140-02: The Archaeology of the City of Rome: Late Republic to Constantinople

Introduction:

This course offers an introduction to the art and archaeology of the cities of Rome and her imperial successor Constantinople. It begins with an overview of the physical state of Rome when Mark Antony commits suicide (31 BC). From there we will focus on how the material remains help us piece together a coherent picture of Rome's development from late Republican expansion through spectacular Imperial elaboration to late Imperial contraction, as well as the transformation of the Greek city of Byzantium into Constantinople, the Rome of the East. Keeping up with the readings and coming to class will be essential to doing well in this course. Where appropriate and available evidence from ancient texts will be used to compliment the material remains.

Required Work

To have the possibility of a passing grade:

- (1) You must either hand in or submit by email on time a minimum of THREE out of the EIGHT weekly Reading Responses: 300-600 words (**i.e. 1-2 full pages no more, no less**), double-spaced with 1 inch margins and 12 point Times New Roman font (more info on pages 4-5).
- (2) You must fully participate in the 2 Discussion Sessions and the Gallery Visit (more info on pages 5-6).
- (2) You must take both exams and pass *at least* the 2nd exam (more info on pages 6-7).

If you do not complete the above Required Work, you will NOT pass this class.

Course Goals

1. To explore Rome's physical development during the Imperial period as uncovered by archaeology and illuminated by textual sources.
2. To gain a greater understanding of how Imperial Rome's open spaces and architectural forms reflect the wishes, whims or personalities of the emperor's and/or the city's myths and history.
3. To gain the ability to speak knowledgeably about the art and architecture, both private and public, of the cities of Rome and Constantinople.

Website:

For ALL assignments, course rules, due dates, etc., **READ THIS SYLLABUS** and go to: <http://nauarchos.emmaf.org> and follow the appropriate link(s). Please check this site regularly.

Time, Place and Absences:

MWF, 10:00-10:50 am in Wallace Hall 114

You have **TWO** free absences. Every absence thereafter will drop your **Attendance, Participation, and Weekly Reading Responses** grade by a full letter (e.g. 3 absences = B; 4 = C, etc.).

Please do not arrive late or leave early, as this is disruptive and discourteous to your classmates.

No electronic devices are to be used during class: no laptops; no phones; no other devices may be used. Every device must be turned OFF and put away out of sight before each class begins and remain off until class has ended.

Instructor:

Dr. Kristian L. Lorenzo, Department of Classics, kllorenzo@monmouthcollege.edu
Office Hours: Monday and Friday, 11:15-12:15 pm and by appointment, Hewes Library, Room 11A

Required Text:

Claridge, A. 2010. *Rome, an Oxford Archaeological Guide*. 2nd Edition. Oxford University Press: Oxford. Paperback, please. The ISBN-13: 978-0-19-954683-1. The ISBN-10 number: 019-954-6835. Current Amazon Price Range: \$25.29 to \$14.81 (as of 7/31/2013).

Schedule

The course schedule below is malleable. Please consult it regularly; assignments may be altered not only in response to time constraints, but also to your interest in particular topics. All alterations will be communicated to you via verbal or written notice in class.

Note 1: Weekly Reading Responses are due at or before 10 am on the Monday of the week that they are assigned, unless noted otherwise. In the case of the first week at or before 10 am on Sunday October 27th.

Note 2: To download the image presentation for a particular day or class look under the **Lectures** area on the website.

Note 3: All images on the slides are for educational purposes only, and are not to be used

without the written consent of the copyright holder.

Week 1: In Claridge read p. 'How to use this Guide', 1-3, 12-32. Watch: <http://vimeo.com/70722904> (a 6 minute video). In Claridge read: 177-80 (Forum of Augustus and watch <https://www.youtube.com/watch?v=uqOrJrQ7yal> (a 4 minute video) and <https://www.youtube.com/watch?v=gjnuZOXSJKJo> (a 1.5 minute video). **First Weekly Reading Response due at or before 10 am on Sunday October 27th.**

Oct. 23: Course Introduction: Geography, Topography, Tiber River; The Royal and Republican Periods (753-31 BC)

Oct. 25: Augustan Period, 31 BC-AD 14: the Forum, the Forum of Augustus

Week 2: In Claridge read: 135-144 (Houses of 'Livia' and 'Augustus', Temple of Apollo and watch https://www.youtube.com/watch?v=1fG0_TEpLgA); 207-213 (Altar of Augustan Peace i.e. *Ara Pacis* and watch <https://www.youtube.com/watch?v=w5noTSOBBcc>); 204-207 (Mausoleum of Augustus); 275-277 (Theater of Marcellus).

Oct. 28: Augustan Period, 31 BC-AD 14: The Palatine Hill

Oct. 30: Augustan Period, 31 BC-AD 14: Campus Martius I

Nov. 1: Augustan Period, 31 BC-AD 14: Campus Martius II

Week 3: See <http://rometour.org/castro-pretorio-praetorian-camp.html> for the Praetorian Camp. In Claridge read: 326-28 (for Nero's Golden House also watch <https://www.youtube.com/watch?v=duULtKBv1rE> <https://www.youtube.com/watch?v=eRccL0QMXSk> <https://www.youtube.com/watch?v=U4zVNmQWZjg>), 171-74 (Temple-Forum of Peace), 121-23 (Arch of Titus and <http://web.mit.edu/course/21/21h.405/www/ArchesOfTitus/titus.html>), and 145-155 (to end of 1st paragraph on 155 for the Palace of Domitian)

Nov. 4: The Julio-Claudian Dynasty, AD 14-69

Nov. 6: **Discussion Session: Rome from Augustus to Nero**

Nov. 8: The Flavian Dynasty, AD 69-96 Forum and Palatine:

Week 4: In Claridge read: 312-19 (Coliseum and watch <http://www.history.com/topics/colosseum/videos#the-fall-of-rome> and visit/explore either http://www.bbc.co.uk/history/ancient/romans/colosseum_01.shtml or <http://www.the-colosseum.net/idx-en.htm>) and 319 (Ludus Magnus).

Nov. 11: The Flavian Dynasty, AD 69-96

Nov. 13: Review

Nov. 15: 1st Exam

Week 5: Read Claridge 180-191 (Forum Trajan, Basilica Ulpia and Column and <http://romereborn.frischerconsulting.com/ge/FR-007.html>), 226-232 (bottom of 1st full

paragraph for the Pantheon and <http://www.monolithic.com/stories/the-pantheon-rome-126-ad>
http://www.britishmuseum.org/explore/themes/leaders_and_rulers/hadrian/life_and_legacy.aspx) 118-121 (Temple of Venus and Roma), 410-15 (Mausoleum of Hadrian) 111-112 (Temple of Antoninus and Faustina), 219-221 (to the end of the second full paragraph for the Column of Marcus Aurelius),

Nov. 18: Emperor Nerva, AD 96-99; Emperor Trajan, AD 99-119

Nov. 20: Emperor Hadrian, AD 119-138: The Roman Architecture Movie

Nov. 22: Emperor Hadrian, AD 119-138; the Antonine Dynasty, AD 138-193

Week 6: TBA

Nov. 25: **Shields Collection Visit (with on-site assignment)**

Nov. 27: Gobble, Gobble!

Nov. 29: Gobble, Gobble!

Week 7: Please read Claridge 78-9 (Triumphal Arch of Septimius Severus and <http://web.mit.edu/course/21/21h.405/www/ArchesOfTitus/septimius.html>), 358-365 (Baths of Caracalla and <https://www.youtube.com/watch?v=ejxVEbOba2g>), 391-94 (Baths of Diocletian), 115-117 (New Basilica of Maxentius/Constantine and only the first minute of <https://www.youtube.com/watch?v=itGrqNJA07Q>), and 308-312 (Arch of Constantine and <http://web.mit.edu/course/21/21h.405/www/ArchesOfTitus/constantine.html>)

Dec. 2: The Severan Dynasty AD 193-235

Dec. 4: Late 3rd-Early 4th century AD

Dec. 6: **Discussion Session: Rome from Trajan to Constantine**

Week 8: Read pages 1 and 2 of <http://www.ellopos.net/elpenor/vasilief/foundation-of-constantinople.asp> and <http://www.fordham.edu/halsall/ancient/sozomen-constantinople1.asp>.

Dec. 9: Constantinople: A New Imperial Capital

Dec. 11: Review

Monday, December 16: 2nd Exam at 6:30 pm

Attendance, Participation, and Weekly Reading Responses: 25%

Both attending class and completing the assignments is HIGHLY recommended for the following reasons. First, some of the material on the exams will be covered only during class. Second, attending class and completing the assignments will allow you not only to pass this course, but also get you a better grade, while making this class much more enjoyable. Third, the class is partly designed to be responsive (where and when possible) to your interests. If you are not there, your interests will not count. If you are having trouble or have any questions or concerns at anytime during the semester please contact

me (kllorenzo@monmouthcollege.edu), so we can talk about your situation.

Class participation (i.e. active involvement and engagement in the classroom during each class meeting) will also be pivotal to your enjoyment of and success in this class. If you actively participate in class the time spent in class will go quicker, and it will facilitate not only your grasp of the material but that of others as well. As a prompt for class participation and the 2 Discussion Sessions you will either submit by email or bring to class every Monday, unless otherwise noted, a 300-600 word (i.e. **1-2 full pages no more, no less**) double-spaced reading response done with 1-inch margins and 12 point Times New Roman font.

Your reading response must either (A) discuss:

1. One or two topics/themes/aspects that caught your interest in the week's readings
2. Why or what specifically caught your attention about the topics.

Or (B) address the following:

1. What aspect(s) of this week's readings most intrigued or fascinated you?
2. What aspect(s), despite brief attempts at resolving the question or issue through the internet or library research, most confused or perplexed you?
3. When possible compare, contrast and/or comment on broader themes contained within the readings.

Only THREE of the Reading Responses must be completed to pass this course with only FIVE actually being due. Grading will be based on two factors (1) that you addressed the requirements above, and (2) the number of reading responses completed. The possible grades are as follows:

A = 4-5

B = 3

Not passing = less than 3

2 Discussion Sessions and Shields Collection Visit: 25%

Students are expected to attend and be active participants in the Discussion Sessions on November 6th and December 6th. Topics will most be drawn from the Reading Responses the students turn in, topics that arise in class, and any other topics pertinent to Rome during the Imperial period the students wish to discuss. On November 25th the class will meet not in Wallace 114, but in Room 11A of Hewes Library for a visit to the Shields Collection for a special exhibition of the collection's Roman artifacts. There will be an on-site written assignment students will be expected to finish and turn in before they leave the exhibition on the 25th.

Nov. 6: **Discussion Session: Rome from Augustus to Nero**

Nov. 25: **Shields Collection Visit (with on-site assignment)**

Dec. 6: Discussion Session: Rome from Trajan to Constantine

Two Exams: 50%

Students will take two exams. The first exam will cover all material presented in class from Oct. 23rd until Nov. 13th. The second exam will cover from Nov. 18th until Dec 11th. Each exam has three sections, which are discussed below, however

Important points:

1. All images from in-class presentations can be downloaded via the appropriate link on the class website.
1. Make-up exams will not be given, without *documented* evidence of illness, alien abduction, interdimensional gallivanting, time travel, zombification, dismemberment or death.
3. In providing dates, precision COUNTS. Dates can be given in the following ways:
 1. Excellent: absolute dates (e.g. 2 BC; AD 138)
 2. Good: centuries (e.g. 1st c. BC; late 4th c. AD)
 3. Mediocre: periods (e.g. Early Imperial Period; Late Severan Period)
1. In writing image identifications and short answers please use full sentences and good grammar, syntax and punctuation. Legible handwriting is also requested and will be greatly appreciated. If I am unable to read your answer, I will not be able to evaluate its merits and award all the points deserved.

Format:

Part I: Image Identifications/Descriptions (IDs) (35%)

FIVE images will be shown for 2 minutes each and then again for 30 seconds. Excellent image identifications consist of a 3-4 sentences providing for our understanding of either pre-Roman Italy, Etruscan culture or the physical development of Republican Rome.

Part II: Multiple Choice (30%)

Answer 15 multiple-choice questions drawn from topics presented in class and in the readings.

Part III: Short Answer (35%)

Choose and answer TWO out of three short, thematic questions. Successful answers show a thorough command of the material, and incorporate information from both the lectures and readings.

Final Grades:

I will use the 4.0 scale to calculate the average of your Attendance/Participation/Reading Response, Group Presentation and Exam grades.

Academic Honesty

Students in this course are encouraged to do their homework together. All other class work except group work, especially quizzes and exams, must be the student's own work. Plagiarism, i.e., copying someone else's work without giving credit, is to be avoided. Such copying--from a book, another classmate's paper, or any other source--is dishonest.

At Monmouth College we view academic dishonesty as a threat to the integrity and intellectual mission of our institution. Any breach of the academic honesty policy – either intentionally or unintentionally - will be taken seriously and may result not only in failure in the course, but in suspension or expulsion from the college. It is each student's responsibility to read, understand and comply with the general academic honesty policy at Monmouth College, as defined in the Scots Guide (<http://department.monm.edu/stuserv/student-handbook/academic.htm>) and to the specific guidelines for each course, as elaborated on the professor's syllabus.

The following areas are examples of violations of the academic honesty policy:

1. Cheating on tests, labs, etc;
2. Plagiarism, i.e., using the words, ideas, writing, or work of another without giving appropriate credit;
3. Improper collaboration between students, i.e., not doing one's own work on outside assignments unspecified as group projects by the instructor;
4. Submitting work previously submitted in another course, without previous authorization by the instructor.

(This list is not intended to be exhaustive.)

Writing Center:

The Monmouth College Writing Center offers unlimited, free peer tutoring sessions for students at MC. Peer writing tutors work with writers from any major, of any writing ability, on any type of writing assignment, and at any stage of their writing processes, from planning to drafting to revising to editing. The Writing Center is located on the 3rd floor of the Mellinger Teaching and Learning Center, and is open Sunday-Thursday 7-10pm and Monday-Thursday 3-5pm on a first-come, first-served basis. No appointment

necessary! Contact bdraxler@monmouthcollege.edu or visit the website <http://writingatmc.wordpress.com/writing-center/> for more information.

Teaching and Learning Center (TLC):

The Teaching and Learning Center offers various resources to assist Monmouth students with their academic success. All programs are FREE to Monmouth students and are here to help you excel academically. Our services are not just for struggling students, but designed to assist all students to get better grades, learn stronger study skills, and be able to academically manage your time here. Visit them at the 2nd floor of Poling Hall from 8am-4:30pm or on line at <http://www.monmouthcollege.edu/academics/support/tlc>. They can also be reached at: tlc@monmouthcollege.edu or 309-457-2257. They want to help you – it's COOL to get the help early!

Disability Support Services:

Monmouth College wants to help all students be as academically successful as possible. It is the goal of Monmouth College to accommodate students with disabilities pursuant to federal law, state law, and the college's commitment to equal educational opportunity. Any student with a disability who needs an accommodation should speak with the Teaching and Learning Center. The Teaching and Learning Center is located on the 2nd floor of Poling Hall, 309-457-2257, or <http://www.monmouthcollege.edu/life/disability-services>.

Course Engagement Expectations (CLAS 240/HIST 270)

This course meets 3 times a week for 50 minutes for half a semester. You should expect to spend on course reading, homework and assignments approximately three hours outside of class for every hour in class. I fully realize that each student may take more or less time to finish; however, as the course is designed the weekly average for all students enrolled should be 10 hours. Further estimates:

In class activities	2.5 hours
Regular Reading	4.0 hours
Writing assignments	1.5 hours
Review of Class Materials and Class Prep	2.0 hours
Average per week	10.0 hours