



ACCR ARAS 310 Roman Archeological Sites

Credits: 3

Prerequisites: None. A basic course in Western civilization is recommended.

Course Description

The course integrates an overview of ancient Roman history (especially Republican and Imperial) with intensive on-site study of the monumental remains in Rome and environs. Direct contact with the buildings, sites, infrastructure and artefacts helps to catalyze knowledge acquired from a standard history and from sources.

Rationale and Impact of Course

The course offers a primer in the study of ancient Rome and representative archeological sites and monuments for summer students. The course combines explanatory lectures with site visits. It is dedicated to a thorough exploration of ancient Rome, especially in the Republican and Imperial periods. The ubiquitous remains are organized by direct study and by studying these as luminous fragments of ancient Roman life, customs, beliefs and history. A survey course, it is meant to fulfill some of the same goals as “Mediterranean Archaeology,” offered during the year. Like that course it too includes an overview of classical studies and archaeological methods. Here the material is more compact, with a working knowledge of ancient Rome raised from the physical traces.

Primary Learning and Country and Program Connection

Visits to archaeological sites and to monuments are the core of this course. The course draws upon the constellation of archaeological sites in Rome and parts of Latium.

As for the other Classics courses, various scholarly resources beyond those found at AI are available, most notably the reference sections of the Biblioteca di Archeologia e storia dell’Arte (Palazzo di Venezia) and above all the Biblioteca Nazionale (Humanities; Sala Romana).

The course builds on the curiosity of students about ancient Rome, one of the city’s most distinctive features. Students travel much, and one might generalize that many do not create a strategy to get to know the city, and especially its ancient culture; this course offers such a plan. The more we can move students from a snapshot sort of perception to a layered, informed and inquisitive appreciation of Rome, the more we will have shaped a general cultural sensitivity.

For many students abroad in Italy, the encounter with the remains of ancient Rome is one of the most meaningful stimuli to approach the Classics. The course canalizes the wonder typically evoked by ancient Rome in order to build a deeper understanding of ancient Roman history and culture. By the same token their respect for Italian culture in general is increased. For instance, the difficulties of maintaining sites such as Pompeii and the Palatine itself, are brought home. Social arrangements, customs and problems students may find themselves reflecting upon in their lives in Rome are also given roots.

Course Objectives

The aim of this course is to introduce students to the main phases of the Roman and Pre-Roman history of Rome and its surroundings by means of visits to some of the most important archaeological sites, museums and the reading of historical sources and modern historical accounts.

Our subject is Rome as an urban reality that reveals past history, society and culture. Our main focus is on Rome as the capital of the Roman Republican state, and then of the Empire. In order to understand Rome's development and importance, attention will also be given to Rome as an area of early human settlement, and to Rome and early Christianity.

Part of the lessons and readings will be dedicated to the classical and post-classical sources, in order to enlight and give a better historical collocation to the visited monuments.

Learning Outcomes

The student who successfully completes this course will:

- have a solid and fairly detailed knowledge of ancient Roman history
- be familiar with the main features of Roman society, politics, culture, and customs
- be conversant with the major archeological sites of and museums for ancient Rome
- be able to navigate historical sources and pertinent secondary literature
- have integrated these kinds of knowledge with understanding of the development of diverse areas of Rome over time
- have expressed that learning in a research project

Course requirements

Participation: Regular, informed, participation in class meetings.

Class presentation: Each student must give one oral presentation. The subject is either (1) one site or element of a site visited in class or (2) the research paper/project. The presentation will either present salient aspects of the subject or else look into a topic (e.g. the storage of oil; the cult of Mithras), in part depending upon whether it is to be given at the site or (usually) in another class. In any event, the presentation should not simply repeat information in the textbooks or other sources, especially guidebooks, but instead it has to focus on some outstanding problem. Presentations about the paper/project must share some substantial research (it is not enough to read an outline or preliminary notes). Presentations should be accompanied by a handout and should be not longer than 15 minutes and not shorter than 10 minutes, exclusive of discussion. In-class presentations for the computer projector must be made using a personal data pen. This assignment is a place for students to show that they are finding their way about ancient Rome, have understood the methods of research and the use of sources, and are able to distinguish the historical importance of the topic.

Research paper/project: One final paper or project on a subject to be agreed upon with the teacher. On class 5, students must turn in a 2-page proposal for the paper or project, including a one-page outline, thesis statement, and a list of sources. On class 11, the final submission must be received. Any topic connected with the course (and approved) may be chosen. The purpose of the exercise is to see that you can apply the skills and principles of historical and archaeological analysis to a specific topic. Viable topics include: study of a building at a site not visited in class; physical traces of a Roman port; the building projects of Caracalla; the Acqua Claudia. Papers must have a text body of not less than 10 pages and must follow the relevant guidelines of AI and Arcadia University as regards format, plagiarism and so forth. As long as there is an equivalent degree of work authored by the student, papers may take the form of a project, such as a web page (e.g., the activities of an emperor related to the city fabric; a processional or triumphal route), or a catalogue entry of an artefact. The purpose of this assignment is similar to that of the presentation, with a greater investment in carefully and creatively defining a problem and researching it.

Final examination: the cumulative examination includes a variety of questions. There will be an in-class essay. Other question types include a combination of the following: commentary on a passage from a record or historical source; chronology and map questions; definitions; identification of monuments or sites; short answer questions.

Grade Scale:

- 15% Class participation
- 10% Class presentation
- 25% Research paper/project
- 50% Final exam

Required textbooks

- 1) A. Claridge, *Rome* (Oxford Archaeological Guides). Oxford University Press, Oxford and New York, 1998. See also: <http://www.blackwellpublishing.com/historyofrome/>
- 2) M. Le Glay-J.L. Voisin-Y. Le Bohec, *A History of Rome*. Blackwell, Oxford, 2003.
- 3) J.E. Stambaugh. *The Ancient Roman City*. Baltimore and London: John Hopkins University Press 1990. (AI library, on order)
- 4) Other source material will be distributed in the form of handouts (e.g. excerpts from Dionysius of Halicarnassus, Livy, Suetonius, the *Res Gestae Divi Augusti*, Vergil's fourth *Eclogues* and *The Aeneid*, book VI)

Recommended Books

- J. Carcopino, *Daily Life in Ancient Rome*. Yale University Press, New Haven, 2003. (other editions available; the classic account, rich with insights)
- A. Macadam, *Rome* (Blue Guides). John Murray, London. (or a comparable guidebook for Rome in general)

Bibliography

The following useful works are among the many in the AI library. Further bibliography is provided in the two textbooks.

M. Boatwright-D.J.Gargola-R.J.A. Talbert, *A brief history of the Romans*. Oxford University Press, New York.

R.Turcan, *The Gods of Ancient Rome*, 2000 Edinburgh University Press, Edinburgh, 2000

N.B. Good outside resources are the Biblioteca Nazionale (esp. the Sala Romana, dedicated to the city of Rome, and the Humanities section, with a full range of sources in the Loeb and other editions, ANRW, CAH, collections of inscriptions, etc.) and the Biblioteca di Archeologia e Storia dell'Arte.

Adkins, Lesley and Roy A. Adkins, *Handbook to Life in Ancient Rome*, Cambridge, 1988

Alföldy, G. *The Social History of Rome*, Baltimore and London: Johns Hopkins UP, 1989 (in AI library)

Ammianus Marcellinus. *The Later Roman Empire (A.D. 354-378)*, tr. W. Hamilton, Intr. A. Wallace-Hadrill, Penguin (AI library)

Apuleius. *The Golden Ass*, tr. E.J. Kennedy, Penguin, 1998 (AI library)

Barton, I.M. (ed.) *Roman Public Buildings*. Exeter: Exeter University Press, 1989

Beacham, R.C. *Spectacle Entertainments in Early Imperial Rome*. New Haven and London, 1999

Beard, M., North, J. and Price, S. *Religions of Rome*. vol. I. Cambridge: Cambridge University Press, 1998

Beard, M., North, J. and Price, S. *Religions of Rome*, 2 vols., Cambridge: CUP, 1998.

Bennett, J. *Trajan Optimus Princeps*, 2nd ed., London and New York: Routledge, 2001 (1997) (in AI library)

Bergmann, B. and C. Kondoleon (eds.) *The Art of Ancient Spectacle*. New Haven and London, 1999

Bietti Sestieri A.M. and De Santis A., *The Protohistory of the Latin Peoples. Museo Nazionale Romano Terme di Diocleziano*, Electa, Roma, Milan 2000. (AI library, to be ordered)

Birley, Anthony R. *Marcus Aurelius: A Biography. Rev ed.* New Haven and London: Yale UP, 1987

Birley, Anthony R. *Septimius Severus: The African Emperor. Rev ed.* New Haven and London: Yale UP, 1988

Boardman, Griffin, Murray, *The Oxford Illustrated History of the Roman World*, Oxford University Press, 2001 (in Accademia library)

Boatwright, Mary T.; Daniel J. Gargola, Richard J. A. Talbert, *The Romans: From Village to Empire*, New York: OUP, 2004

Bowersock, G.W; Lamont, P.R., Brown, P., Grabar, O. (eds.) *Late Antiquity: A Guide to the Postclassical World*, Belknap Press, 1999 (in AI library)

Brown, Peter. *The World of Late Antiquity from Marcus Aurelius to Muhammad*. London: Thames & Hudson, 1971

Caesar. *Civil War*, tr. J.Carter, Oxford (AI library)

Caesar. *Gallic War*, tr. C. Hammond, Oxford (AI library)

The Cambridge *Ancient History* ["CAH"], 2nd ed. (Biblioteca di Archeologia e Storia dell'Arte, Palazzo Venezia; Biblioteca Nazionale)

Campbell, Brian. *War and Society in Imperial Rome, 31 B.C.-A.D. 284*, London and New York: Routledge, 2002

Champlin, E. *Fronto and Antonine Rome*. Cambridge, Harvard UP, 1980.

Christ, K., *The Romans: An Introduction to their history and civilization*, University of California Press, 1986

Cicero. *Murder trials*, ed. and tr. M. Grant, Penguin, 1990 [1975] (AI library)

Cicero. *On the Nature of the gods*, tr. H. McGregor, intro. JM Ross, Penguin, 1972 (AI library)

Claridge, A. *Rome* (Oxford Archaeological Guides). Oxford University Press, 1998 (in Accademia library)

- Cornell, T. *The Beginnings of Rome: Italy from the Bronze Age to the Punic Wars (circa 1000 to 264 B.C.)*, London: Routledge, 1995
- Cornell, T. and Lomas, K. (eds.) *Urban Society in Roman Italy*. New York: St. Martin's, 1995
- D'Arms, J. *Romans on the Bay of Naples: A Social and Cultural Study of the Villas and their Owners from 150 B.C. to A.D. 400*. Cambridge, MA, 1970
- Dio Cassius. *Roman history: the Reign of Augustus*, tr. I.Scott-Kilvert, Penguin, 1987 (AI library)
- Dixon, S. (ed.) *Childhood, Class and Kin in the Roman World*. London and New York, 2001
- Dudley, D.R. (comp.) *Urbs Roma: A Source Book of Classical texts on the City & Its Monuments*. London: Phaidon, 1967
- Ellis, Simon. *Roman Housing*. London: Duckworth, 2000.
- Everitt, A. *Cicero: the life and times of Rome's greatest politician*, New York: Random House, 2003 (in AI library)
- Fagan, B.M.; Beck, C.; Michaels, G.; Scarre, C.; Silberman, N.A., ed. *Oxford Companion to Archaeology*, New York and Oxford: OUP, 1996 (in AI library)
- Fantham, E., Peet Foley, H., Boymel Kampen, N., Pomeroy, S.B.; Shapiro, H.A. *Women in the Classical World Image and Text*, Oxford: OUP, 1995 (in AI library)
- Fantham, E. *Julia Augusti: the emperor's daughter*, London and New York: Routledge, 2006 (in AI library)
- Favro, Diane. *The Urban Image of Augustan Rome*, Cambridge: CUP, 1996
- Flower, H.I., *Cambridge Companion to the Roman Republic*, Cambridge, CUP, 2004 (in Accademia library)
- Forsythe, Gary. *A Critical History of Early Rome From Prehistory to the Punic War*. Berkeley, Los Angeles, London: University of California Press, 2005 (in AI library)
- Gabucci, A. (ed.) *The Colosseum*. Los Angeles, 2001
- Galinsky, K., ed. *Cambridge Companion to the Age of Augustus*, Cambridge: CUP, 2005 (in AI library)
- Gibbon, E. *Decline and Fall of the Roman Empire*. 1776-1788. (AI library)
- Goodman, M., ed. *Jews in a Graeco-Roman World*, Oxford: OUP, 2004 (AI library, ordered)
- Greene, K.. *The Archaeology of the Roman Economy*. Berkeley, Los angeles, London: University of California Press, 1986
- Haynes, S. *Etruscan Civilization: A Cultural History*, Los Angeles: J. Paul Getty Trust and London: The British Museum, 2000
- Heather, Peter. *The Fall of the Roman Empire: A New History of Rome and the Barbarians*, New York: OUP, 2005
- Hopkins, K. & Beard, M., *The Colosseum*, 2005 (in Accademia library)
- Horace. *The Odes of Horace*, trans. David Ferry, New York: Farrar, Straus & Giroux, 1997 (AI library)
- Hornblower, S. and Spawforth, A. (eds.) *The Oxford Classical Dictionary*, New York, OUP, 1996 (in Accademia library)
- Howatson, M.C. *Oxford Companion to Classical Literature*, 2nd ed., OUP, 2006 (AI library)
- Juvenal. *Sixteen Satires*, trans. P. Green, Penguin, 1998 [1967] (AI library)
- Keppie, I. *Understanding Roman Inscriptions*. Baltimore, 1991
- Le Glay, M.; J.L.Voisin;Y.Le Bohec, *A History of Rome*, Blackwell Publishing, Oxford, 2005 (AI library)
- Levick, B. (ed.) *Government of the Roman Empire: a sourcebook* (in AI library)
- Livy *Early History of Rome* [Histories, lib. 1-30], trans. A. de Selincourt, Penguin, 2002 [1960] (AI library)
- Livy *Rome and the Mediterranean* [Histories, lib. 31-45], trans. H. Bettenson, Penguin, 1976 (AI library)
- Macdonald, W.L. *The Pantheon: Design, meaning and progeny* (AI library)
- Marcus Aurelius. *Meditations*, tr. M. Staniforth, Penguin (AI library)
- Meiggs, R. *Roman Ostia*. 2nd ed. Oxford, 1973.
- Millar, F. *The Emperor in the Roman World, 31 B.C.-A.D. 337*. 2nd ed. London, 1992

- Momigliano, A. *Classical foundations of Modern Historiography*, UCP, 1992 (in AI library)
- Nash, F. *Pictorial Dictionary of Ancient Rome*. rev. ed. 2 vols. London, 1968 (Biblioteca Nazionale, Sala Romana)
- Pavolini, C. *La vita quotidiana a Ostia*. 2nd ed. Bari and Rome, Laterza, 2005. (in Italian)
- Petronius. *Satyricon*, tr. W.Arrowsmith, Meridien, 1987 [1959] (AI library)
- Plautus and Terence. *Four Roman Comedies*, intro. JM Walton, Methuen, 2003 (AI library)
- Pliny. *Letters of the Younger Pliny*, tr. and intro. B. Radice, Penguin (AI library)
- Plutarch. *Greek and Roman Lives*, trans. J. Dryden, Mineola: Dover, 2005 (AI library)
- Polybius. *Histories*, Penguin. (AI library)
- Richardson, Jr., L. *A New Topographical Dictionary of Ancient Rome*. Baltimore and London: Johns Hopkins University Press, 1992
- Richardson, L. *Pompeii: An Architectural History*. Baltimore: Johns Hopkins University Press: 1988 (Biblioteca Nazionale, Sala Romana; to be ordered for AI)
- Ramage, N.H. and Ramage, A. *Roman Art: Romulus to Constantine*. 4th ed. Prentice-Hall, 2005. (AI library)
- Renfrew, C.; Bahn, P. *Archaeology.: Theories, Methods, Practice*, 4th ed., London: Thames & Hudson, 2004 (in AI library)
- Ross Holloway, R. *Archaeology of Early Rome and Latium*, London: Routledge, 1996 (in AI library)
- Rostovtzeff, M. *The Social and Economic History of the Roman Empire*. 2nd ed. P.M. Fraser, ed. 2 vols. Oxford, 1957
- Scarre, C. *Penguin historical atlas of ancient Rome* (AI library)
- Scullard, H.H. *Festivals and Ceremonies of the Roman Republic*. Ithaca, 1981
- Seneca. *Letters from a Stoic*, tr. And sel. R.Campbell, Penguin, 2004 [1969] (AI library)
- Sherk, R. (comp.) *The Roman Empire: Augustus to Hadrian*, Cambridge: CUP, 1988 (in AI library)
- Shotter, D. *Augustus Caesar*, 2nd ed., London: Routledge, 2005 (in AI library)
- Stambaugh, John E. *The Ancient Roman City*. Baltimore and London: John Hopkins University Press 1990. (AI library, on order)
- Steinby, M. (ed.) *Lexicon Topographicum Urbis Romae*. Rome, 1993 ff. (Biblioteca Nazionale, sala Romana)
- Suetonius. Graves, R., tr. *The Twelve Caesars*, Penguin. (AI library)
- Tacitus. trans. M. Grant, *The Annals of Imperial Rome*, Penguin, 1956
- Taplin, Oliver *Literature in the Roman World: A New Perspective*, OUP, 2001 (AI library)
- Turcan, Robert. *Gods of Ancient Rome*, Edinburgh, 2000 (in AI library)
- Turcan, R. *The Cults of the Roman Empire*. Trans. Antonia Nevill. Oxford, 1996
- Veyne, Paul. *The Roman Empire*, Cambridge, MA., Belknap Press, 1997
- Virgil; Fitzgerald, R., trans. *Aeneid*, New York: Vintage, 1990 [1981] (AI library)
- Wiedermann, T. *Emperors and Gladiators*, London and New York: Routledge, 2001 [1992] (in AI library)
- Zanker, P., *The Power of Images in the Age of Augustus*, trans. A. Shapiro, Ann Arbor, University of Michigan Press, 1988 (AI library)

Course Outline

1. Introduction to the course.

Overview of Roman history

Overview of archaeology: history and methods

Roman topography

Introduction to the history of Latium

Latium vetus and *adiectum*; the populations living in the area of Rome; burial practices

Read this week: Le Glay / Voisin / Le Bohec, *A History of Rome*, Introduction.

 Visit: the protohistorical section of the Museo Nazionale Romano (Baths of Diocletian)

2. The beginnings of Rome.

Roman foundation myths and historical reality: *synoikismos* and the different tribes living on the seven hills of Rome;

The social, religious and political organization of archaic Rome)

Read: Le Glay / Voisin / Le Bohec, *A History of Rome*, Introduction and chap. 1;

 Visit: Palatine Hill and the Antiquarium of the Roman Forum

Schedule of class presentations will be settled.

3. The Etruscans.

Social and political characteristics of their society; religion; influence on Roman culture


Read: Le Glay / Voisin / Le Bohec, *A History of Rome*, chap. 2; Stambaugh, chap. 1, 6

 Visit: the Etruscan Museum of Villa Giulia

4. The Roman Republic

Religion and major deities; Magistratures, political and social organization

Read: Le Glay / Voisin / Le Bohec, *A History of Rome*, chap. 3; chaps. 4-5 (skim); Stambaugh, chaps. 2, 7, 8

 Visit: the Roman Forum and to the sacred area of Largo Argentina (if possible)

5. The Civil War

The crisis of Republican institutions: causes and consequences ;

Julius Caesar and Pompey: their political projects and their charismatic personalities

Read: Le Glay / Voisin / Le Bohec, *A History of Rome*, chap. 6, chap. 7 (skim); selections from historical sources t.b.a. (provided); Stambaugh, chap. 3,

 Visit: the Theatre of Pompey area; the Forum of Caesar

Turn in a 2-page paper/project proposal.

6. The Age of Augustus and the Julio-Claudian Dynasty

The institution of the Empire;

The new conception of power (difference between *potestas* and *auctoritas*);

Vergil and the *Aeneid*: imperial propaganda;

Other major figures of the Julio-Claudian Dynasty (Caligula, Nero)

Read: Le Glay / Voisin / Le Bohec, *A History of Rome*, chaps. 8-9; Stambaugh, chap. 4


 Visit: the Ara Pacis; the Theatre of Marcellus (time permitting)

7. The Flavians

68 AD: the year of the Four Emperors;

Main characteristics of the Empire under the Flavians

Read: Le Glay / Voisin / Le Bohec, *A History of Rome*, chap.10; Stambaugh, chaps. 5, 10

 Visit: the Colosseum and its surroundings; the Golden House of Nero (time permitting)

8. The Age of the *Optimi Principes*

Trajan and the acme of the Roman Empire;

Hadrian and his love of Hellenic culture;

Marcus Aurelius, emperor and philosopher

Read: Le Glay / Voisin / Le Bohec, *A History of Rome*, chap. 11; Stambaugh, chaps. 9 (commerce), 11 (city and countryside); selections from B. Levick, B. (ed.) *Government of the Roman Empire: a sourcebook* (in AI library), provided.

 Visit: the Pantheon; Trajan's Forum and the Markets of Trajan

(N.B. a visit to Hadrian's Villa, Tivoli will probably be arranged as a program excursion and not during class time).

9. The crisis of the 3rd Century AD

Causes and consequences of the financial and economic crisis of the 3rd century;

The Severian dynasty and Caracalla;

The *Constitutio Antoniniana*

Read: Le Glay / Voisin / Le Bohec, *A History of Rome*, chaps. 12, 14; Stambaugh, chap. 12 (urban social life)

 Visit: The Baths of Caracalla


10. Constantine and the Christian Empire

Diocletian and the Tetrarchy;

Maxentius and his program;

Constantine and his program: the building of the main four basilicas in Rome;

Read: Le Glay / Voisin / Le Bohec, *A History of Rome*, chap. 15; Stambaugh, chap. 13

 Visit: the Circus of Maxentius on the Appian Way; Catacombs of S. Domitilla or S. Sebastiano (time permitting)

11. Late antiquity and the Barbarian invasions. Course review.

Causes of the decadence of the Empire; the first invasions

Epilogue: the past and future of the study of Rome's past

Read: Le Glay / Voisin / Le Bohec, *A History of Rome*, chaps. 18-19; Stambaugh, chap. 14

 Visit: the Crypta Balbi Museum; the Capitoline Museums

Final paper/project due.

12. Final examination

Note on readings: Please be advised that readings must be prepared for each meeting. Students are required to prepare for each visit *and* each reading in the other two textbooks by reading the relevant section(s) in Claridge.

Note on visits: visits are the backbone of the course, and attendance will be taken at the start and end of class. It is imperative that students work hard to learn their way about Rome, ancient and modern. Many times we will arrange to meet directly at a site rather than start in the classroom to maximize our time at the site, so it is essential that you work out an itinerary and the time needed. Reasonable allowances will be made for your starting time in the mornings and for your return to the school after class. Please note that some visits may be impossible for a variety of reasons beyond our control (strikes, conservation work, etc.). In these cases it is generally possible to arrange alternative visits. However, for reasons of time and logistics, it may be impossible to visit every site of the circa 20 projected for this course.

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