

An introduction to the archaeology and material remains of the Roman world, with an emphasis on the city of Rome and the monumental remains of its empire. In addition to using architecture, art, coins, inscriptions,, etc. to study the lives and cityscapes of the peoples living in the Roman Empire, we will think critically about how archaeologists use physical evidence to reconstruct the past. We will ask: how does the art and architecture of ancient Rome reflect ideas about the nature of the empire, the identities of its inhabitants, and connections between the past and present? (ARC, GHP, GL, GPM Markers)

introduction to ROMAN ARCHAEOLOGY

HONORS

CCI 212
MHRA 1214 MWF 12:00-12:50
Dr. Le Blanc -- rleblan@uncg.edu
Office-- MHRA 1110
Office Hours--
M 3:30-5 T 10-12
+ by appt



course overview This course serves as an overview of the archaeology of the ancient Roman world, with particular emphasis on Rome and the monumental remains of the capital city of the empire. Using material remains-- architecture, sculpture, mosaics, paintings, coins, pottery, inscriptions, etc.--we will examine the lives of the peoples living in Rome and in the Roman Empire between the eighth century BCE to the reign of Constantine in the fourth century CE. How did the Romans use art and architecture to express ideas about themselves, the nature of their empire, and their past? Where did Romans live-- and what material remains do we have of their lives, careers, beliefs, and practices? How did Roman rule impact the urban and natural landscapes of the Mediterranean, and what evidence do we have for continued local practices, languages, and traditions? What can archaeology in the Roman empire tell us about what it meant to be "Roman"? We will also discuss questions of methodology, and how archaeologists and historians use art and material remains to ask and answer questions about the past. Students will practice analyzing and using archaeological material to generate questions about the Roman past through a variety of graded in-class activities and assignments. We will also explore the past through the use of new digital online databases and tools and make connections between the remains of the ancient world, and the lived experiences of people in the present, through explorations of our campus landscapes and modern social and cultural practices.

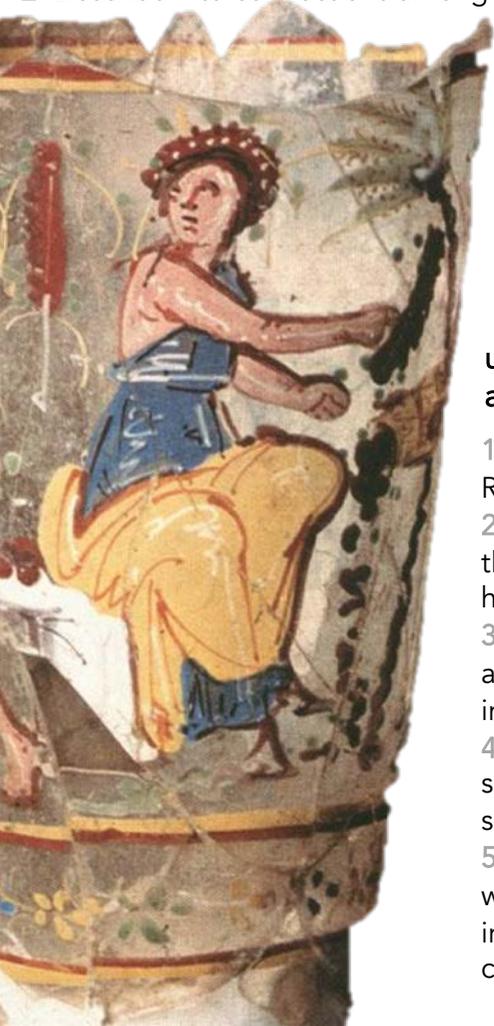
student learning outcomes

This course belongs to the General Education curriculum of UNCG, fulfilling the Historical Perspectives (GHP) category, as well as carrying the Global (GL) marker. The first three Student Learning Outcomes (SLOs) are for GL courses, and the last two are GHP.

1. Find, interpret and evaluate information on diverse cultures.
2. Describe interconnections among regions of the world. (Must include substantial focus on at least one culture, nation, or sub-nationality beyond Great Britain and North America).
3. Use diverse cultural frames of reference and alternative perspectives to analyze issues.
4. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
5. Use evidence to interpret the past coherently, orally and/or in writing.

upon successful completion of this course students will be able to:

1. Find, interpret, and evaluate information on the archaeology of Rome and its vast empire (SLO 1).
2. Describe how the inhabitants of the Roman Empire defined themselves socially, politically and religiously throughout their history (SLO 2).
3. Interpret various artifacts and archaeological sites, taking into account their context as well as the multiplicity of possible interpretations (SLO 3).
4. Analyze and interpret the archaeological evidence (primary sources), as well as the multiple interpretations (secondary sources) of this evidence (SLO 4).
5. Use archaeological evidence to interpret the past. In other words, the student will be able to explain how seemingly insignificant pieces of evidence (broken pots or crumbling walls!) contribute to an understanding of the past (SLO 5).



10% quizzes & written assignments

30% honors work

20% test one

20% test two

20% test three

textbooks & readings

1. A History of Roman Art, by Steve L. Tuck (ebook available via UNCG Library)= *HRA on schedule*

2. Additional reading posted on Canvas ("PDF on Canvas" on schedule)

ATTENDANCE

The assigned readings are designed to give you a basic background to the material discussed in class, but the basic mode of introducing and discussing the course material is in lecture. It is absolutely critical to your success in this course to attend class every day, to take detailed notes and to participate in group activities and in class discussions. **As honors students, you are not graded (as the rest of the class is) on attendance, but it is imperative that you maintain good attendance in our regular section nevertheless.**

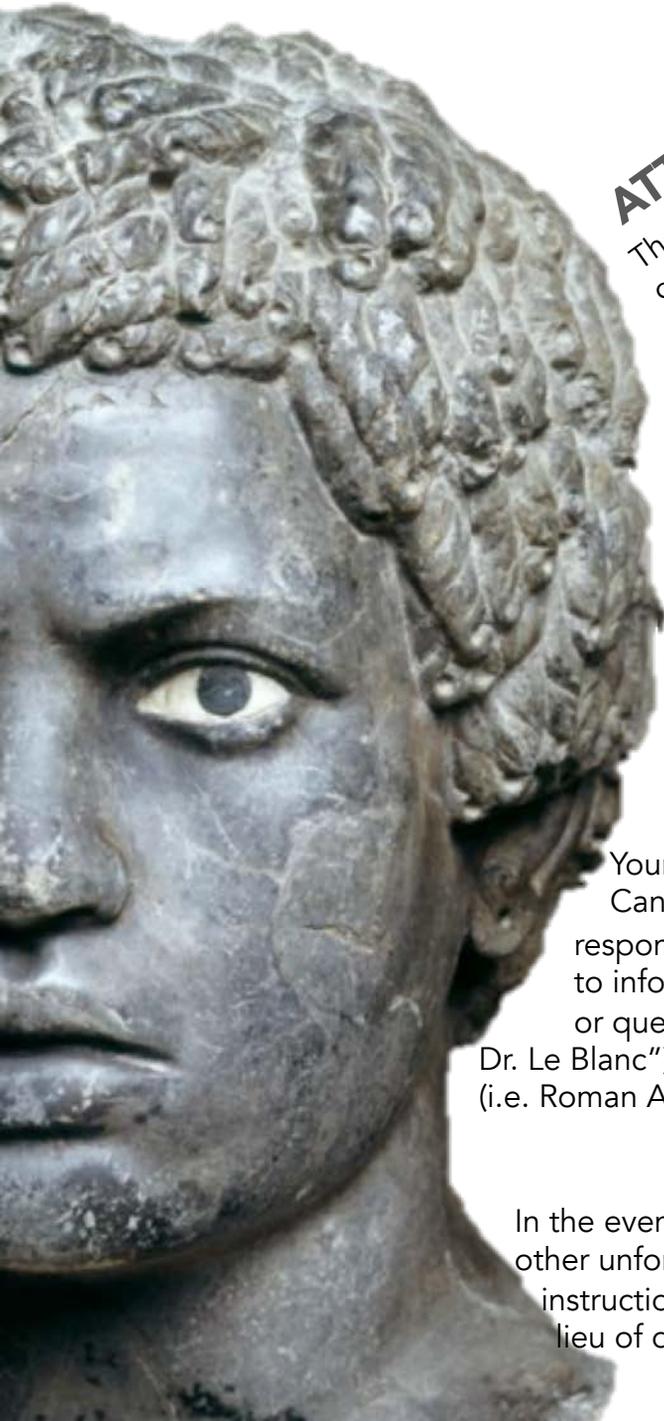
concerning canvas & email

It is your responsibility to check Canvas and your UNCG email daily. You will be notified of any change in schedule or assignments via a Canvas email and posted announcement.

Your grades will be posted throughout the semester on Canvas, typically within a week of grading. It is your responsibility to keep up with your grades on Canvas, and to inform your instructor of any errors (i.e. a missing grade) or questions ASAP. Please include a salutation (i.e. "Dear Dr. Le Blanc") and include your name and the name of our class (i.e. Roman Archaeology) in all emails.

weather & class cancellations

In the event our class is canceled, either due to weather or some other unforeseen circumstance, please **check your email asap** for instructions. I will usually assign an activity, reading, or video in lieu of our class meeting, and you will be given ample time to access and complete the material.





expectations of students

Complete the readings for each class before arriving/

Attend class regularly, be prepared to actively participate in class discussions (class-wide, in pairs, in small groups) and to complete in-class activities.

Take notes and be active members of the course—not to zone out, go to sleep, or do other work.

Be proactive; ask questions, stop by Dr. Le Blanc's office hours with concerns.

Put effort and investment into course assignments and materials in order to succeed; also, to learn how to identify important terms and concepts for self-review (with the aid of term lists and study questions) before exams).

special accommodations

Students requesting accommodations based on a disability must be registered with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center (<http://ods.dept.uncg.edu/>; email: oars@uncg.edu). If you have a documented disability and want to discuss academic accommodations, **please talk with me before the end of the second week.**

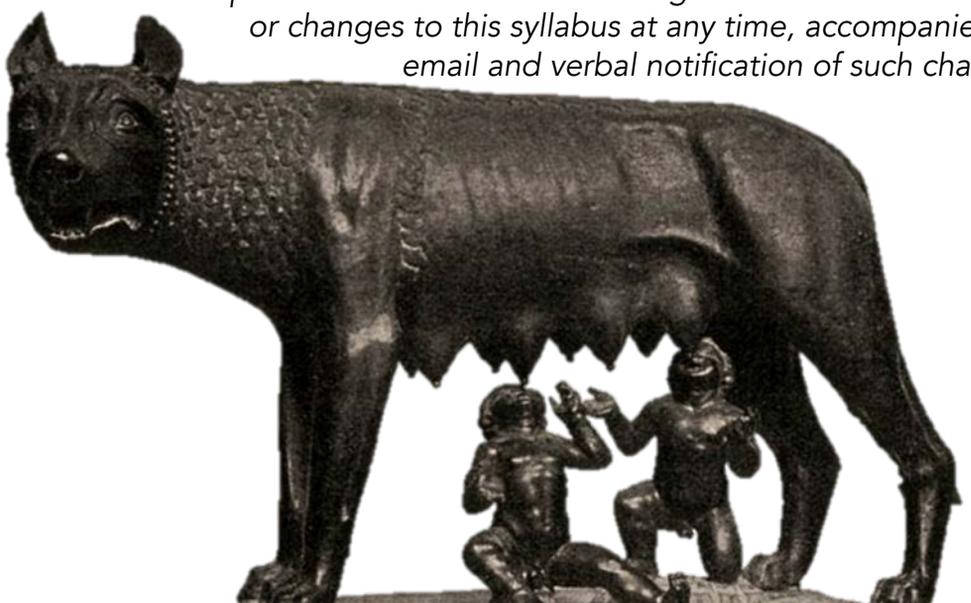
religious days

State law allows students to have up to two absences for religious reasons per academic year and to be allowed to make up work missed. If this applies to you, you must notify me two weeks in advance and make arrangements to make up missed work at that time. I reserve the right to require you to do this work before your absence.

academic integrity policy

All work completed in and for this course falls under the university's academic integrity policy. Plagiarism, cheating, misuse of academic resources, falsification, facilitation of academic dishonesty and unauthorized behaviors are violations of the academic integrity policy, bringing with them at least grade-related sanctions and, at most, the possibility of expulsion from the university. Please visit the following link for more information: [UNCG Academic Integrity Policy](#) or visit the website of the Office of Student Rights and Responsibilities.

**please note that I reserve the right to make modifications or changes to this syllabus at any time, accompanied by email and verbal notification of such changes*



course schedule

*HRA= *A History of Roman Art*, S.L. Tuck (ebook @ UNCG library)

Mon, Jan 13: What am I doing here?: an overview of the class

Read: Review the syllabus

Do: Take the online syllabus quiz by Wednesday, Jan 22 @ 11:59am!

Wed, Jan 15: "Doing" Roman Archaeology

Read:

(1) HRA "Preface" (pp.xxi-xxii), "Note to Students" (pp.xxiii-xxiv)

(2) HRA, Chapter 1, following sections only: "Cultural Property and Controversies," (pp.2-3), "Dating Dilemmas in Roman Art History" (pg.

(3) "The Role of Elites in Public Art and Architecture" (pp.4-5).

Do: Watch "Digging History 2: The Sources" (6:01) and "Digging History 5: The Layers of Rome" (8:34) on YouTube (link on Canvas)

Fri, Jan 17: The Iceman Cometh: Otzi the Iceman, Doing Archaeology, and What Finds Can Tell Us

Do:

(1) Watch "This 5,3000 Year-Old Corpse Was Found By Accident" (3:20) by the Smithsonian Channel on YouTube

(2) Take the online syllabus quiz before Wednesday, Jan 22 @ 11:59am!

Mon, Jan 20: NO CLASSES

Wed, Jan 22: Bronze and Iron Age Italy: tombs, pottery & more

Do: Take the online syllabus quiz before Wed Jan 22 @ 11:59am!

Fri, Jan 24: Italy before Rome: The Etruscans (origins), and the Greeks of Magna Graecia

Read:

(1) Ancient writers on the origins of the Etruscans (PDF on Canvas)

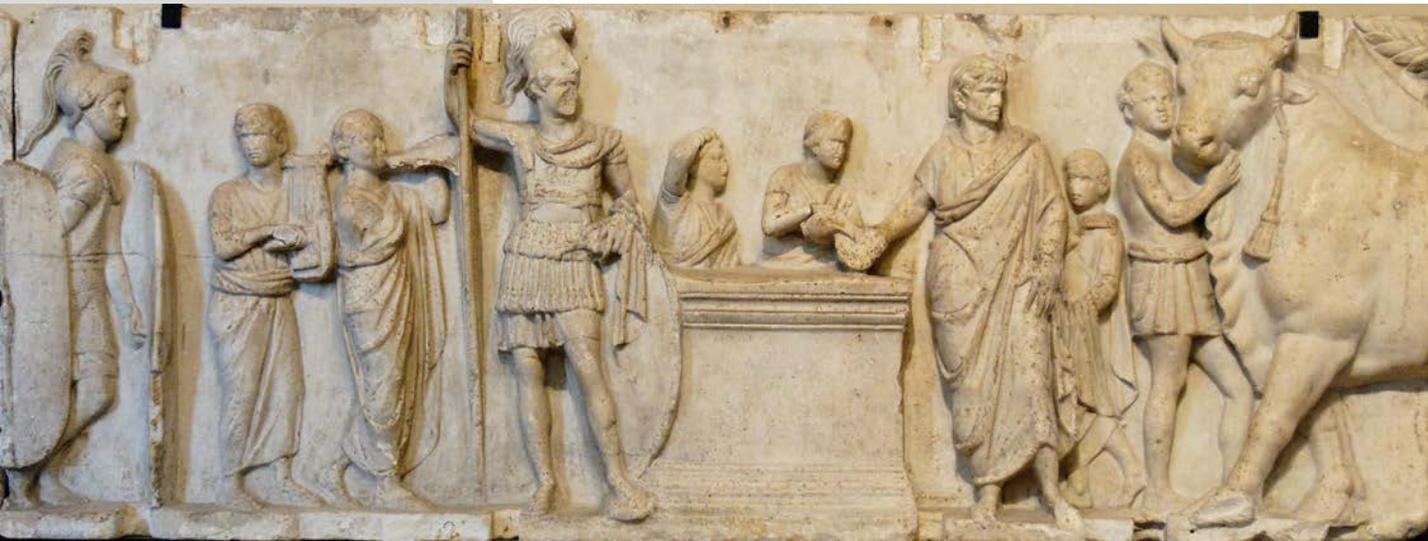
(2) HRA pp.18-21; orange inset on pg.59

Do: Watch episode 1 ("The Greek City of Poseidonia, 5:41) of *The Greco-Roman City of Paestum* via The Open University on YouTube (link on Canvas)

GRADING SCALE

A	100-93%
A-	92-90%
B+	89-87%
B	86-83%
B-	82-80%
C+	79-77%
C	76-73%
C-	72-70%
D+	69-67%
D	66-63%
D-	62-60%
F	Below 60%

I am happy to discuss your grades with you. **However, university policy prohibits discussions of grades via email, and so you will have to schedule an appointment to come to my office to discuss any issues or questions you might have.** Grades will be posted on Canvas throughout the semester so that you may keep track of your performance in the class. **My "rounding" policy is as follows: I will only take into account the first number after the decimal, i.e. 89.6 will be rounded up to a 90% (A-), but an 89.59 will be a B+.** If I make an error calculating your grade I'm more than happy to fix it, but I do not negotiate grades.



Mon, Jan 27: The Etruscans: tombs
 Read: HRA pp.21-27, 42-44, 51-55, 59-63

Wed, Jan 29: The Etruscans: temples and material culture

Read:
 (1) HRA pp.65-70
 (2) Excerpt from Macauley "Motel of the Mysteries" (PDF on Canvas)
 Do: Review the assignment sheet for Short Assignment #1 (PDF on Canvas)

Fri, Jan 31: Roman Origins and Earliest Rome

Read: HRA pp.29-36 (skip orange inset on pg.30)

Mon, Feb 3: Major Moments in Early Rome

Read: Selections from Stambaugh, the *Ancient Roman City*: pp. 16-19 ("The Fifth Century BCE,") and pp.101-102 ("Urban Administration under the Kings" (PDF on Canvas)

Wed, Feb 5: The Early Roman Forum

Do: Work on Short Assignment # (due Friday!)

Fri, Feb 7: Lifestyles of the Rich and Famous? Elite Visual Culture in Rome and Italy

Read: HRA pp.108-111

Due: Future Archaeology Assignment Due 11:59am on Canvas

Mon, Feb 10: The Forum in the Roman Republic

Read: Selections from Stambaugh, the *Ancient Roman City*: pp.19-16 ("on the 4th-2nd c. BCE), pp.102-113 ("Urban Administration under the Republic" and "The Forum Romanum during the Republic")

Wed, Feb 12: Review

Fri, Feb 14: MIDTERM #1

Mon, Feb 17: Outcomes of Expansion intro

Read: HRA pp.78-83, 92-94

Do: Watch the Temple of Portunus, via Smarthistory.org (3:11)

Wed, Feb 19: Outcomes of Expansion: triumph and victory

Read: HRA 107-108 (orange inset); review Monday's reading

Fri, Feb 21: Outcomes of Expansion: tyrants, generals, and dictators leave their mark

Read: The Roman writer Suetonius' description of the building project of Julius Caesar (PDF on Canvas)

Mon, Feb 24: The World of Cleopatra

Read: Some primary sources about Cleopatra (PDF on Canvas)

Wed, Feb 26: Augustan Imagery

Read: HRA pp.114-117; pp.137-141

Do: Listen to "[Head of Augustus](#)," from A History of the World in 100 Objects, via the British Museum (15min)





Fri, Feb 28: The Forum of Augustus and Palatine Hill

Read: HRA pp.124-132

Mon, March 2 to Fri, March 6: NO CLASSES
(SPRING BREAK)

Mon, March 9: The Ara Campus Martius: Ara Pacis, Pantheon,
Mausoleum

Read: HRA pp.118-124

Do: Take the [virtual tour of the Ara Pacis](#) via the Ara Pacis
Museum.

Wed, March 11: Client Kingdoms

Read: Read assignment sheet for Short Assignment #2 (Ostia) on
Canvas

Fri, March 13: Julio-Claudians

Read: HRA pp.145-170 (skip orange box on pg.161-162)

Mon, March 16: Flavians

Read: HRA pp.178-181; pp.185-186; pp.197-209

Wed, March 18: The Colosseum and Gladiators

Read:

(1) HRA pp.182-185

Fri, March 20: Pompeii & Herculaneum: destruction and
debates

Read: HRA pp.186-196 (skip orange box on p.196)

Do: Explore the British Museum's interactive timeline covering
The destruction. Pick TWO of the facts or artifacts you found the
Most interesting, and be prepared to share those (and explain
why they sparked your interest) in class!

Mon, March 23: Pompeii: domestic architecture and
wall-painting

Read: HRA pp.94-106; pp.132-133 ("Third Style Wall Painting"),
pp.171-176.

Wed, March 25: The Water Supply

Read:

(1) Selections from Stambaugh, the *Ancient Roman City* pp.201-206
("Baths") and pp.128-132 ("Water" and "Sanitation")

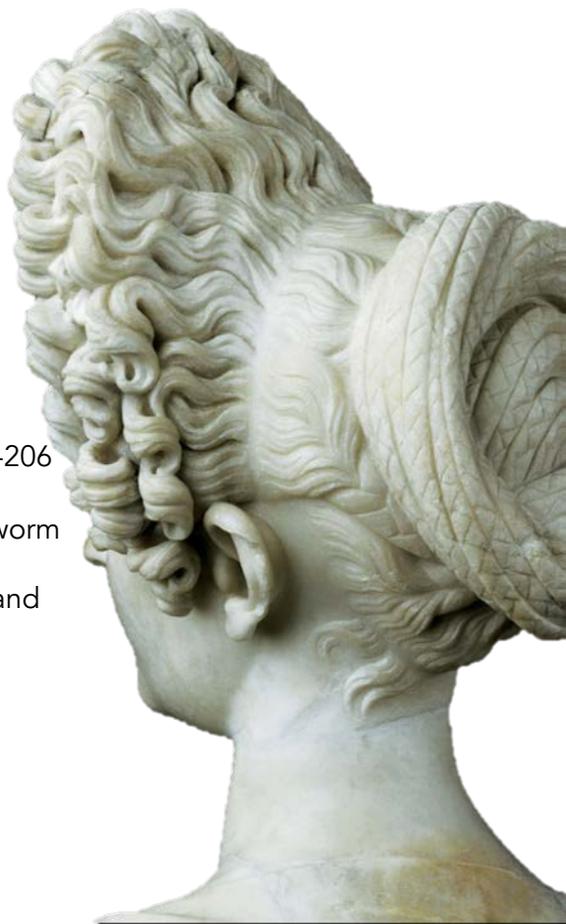
(2) "[Archaeologists Test Feces from Roman Latrine](#), Find Roundworm
and Dysentery," Kristina Killgrove, Forbes, Oct 3, 2017

(3) Read Assignment overviews for Short Assignment #3 (Trash) and
Short Assignment #4 (Coins)

Fri, March 27: MIDTERM #2

Mon, March 30: Ostia and the Roman Economy

Due: Short Assignment #2 (Ostia) [turn in at beginning of class]



Wed, April 1 to Fri, April 3:

Dr. Le Blanc is away for a conference; instead of meeting in class, complete the two activities below. Both are due by 5pm on Friday, April 3.

- (1) Trash activity (this one will take the longest of the two and requires work in advance)
- (2) Coin activity quiz

Mon, April 6: Trash, and the Roman Economy

Read: None

Wed, April 8: Trajan

Read: HRA pp.211-219 (finish first paragraph on this page); pp.225-228

Fri, April 10: NO CLASSES**Mon, April 13: Hadrian**

Read: HRA pp.219-224

Wed, April 15: Rome in the Provinces: Vindolanda and Roman Britannia

Do:

- (1) Listen to "Roman Shoes" with Dr. Elizabeth Greene via AcademicMinute (2:30)
- (2) Explore the Roman military fort at Vindolanda via Sketchfab

Fri, April 17: Rome in the Provinces: Palmyra

Read: HRA p.252

Do: Take a look around the Temple of Bel from Palmyra via Sketchfab.

Mon, April 20: Funerary Evidence: Ghirza, Fayum Portraits, Sarcophagi

Read: HRA pp.263-272; pp.289-292

Wed, April 22: Bioarchaeology

Read:

- (1) "Bioarchaeology in the Roman Empire," Kristina Killgrove in Encyclopedia of Global Archaeology, 2018, p.1-7 (PDF on Canvas)
 - (2) "Teeth and Bones from Ancient Rome Hold Clues to Migration and Slavery," Kristina Killgrove via MentalFloss, Feb 10, 2016
- Do: Listen to "The Teeth of Herculaneum," Christopher Schmidt, via AcademicMinute (2:29)

Fri, April 24: The Antonines

Read: HRA pp.244-260

Do: Review the "Monument" instructions for the final exam

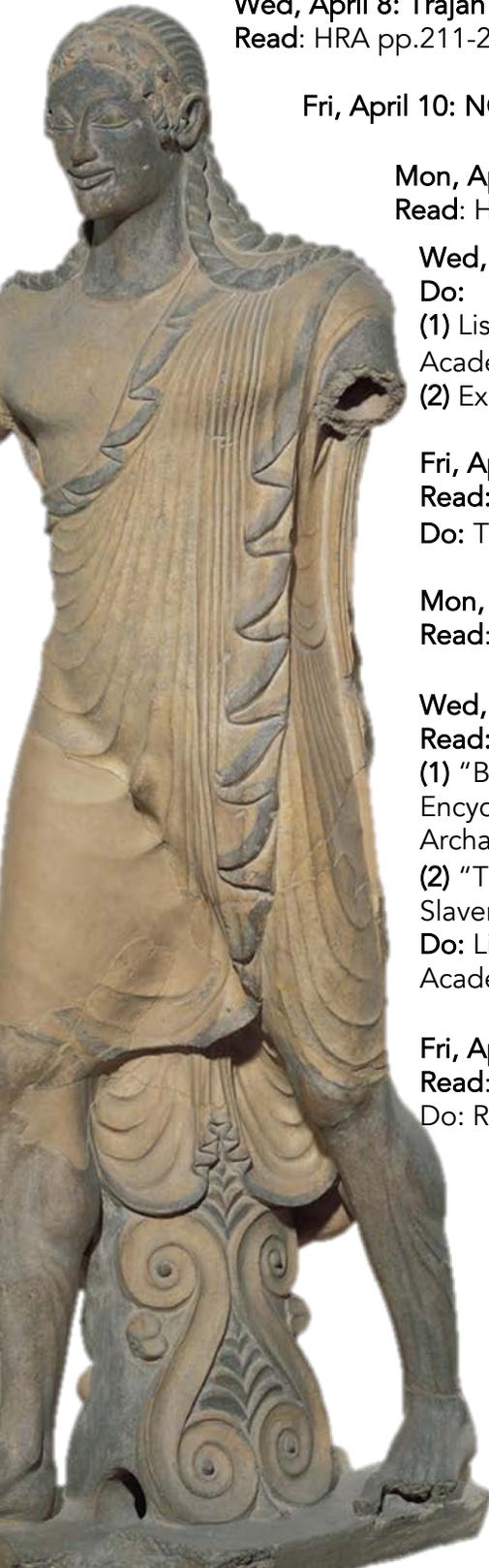
Mon, April 27: The Severans: A Tale of Two Arches

Read: HRA pp.273-287; pp.296-300

Wed, April 29: Diocletian and Constantine

Read: HRA pp.302-311; pp.320-322; pp.335-337; pp.341-346

FINAL EXAM: FRIDAY, MAY 1, from noon to 1:15pm in our usual room!



IMPORTANT ASSIGNMENT DATES

Syllabus Quiz: take on Canvas before **11:59am** on **Wednesday, Jan 22**

Assignment #1 (Future Arch): upload doc file by **11:59am** on Canvas on **Friday, Feb 7**

Assignment #2 (Ostia): turn in hard copy at **beginning of class** on **Monday, March 30**

Assignment #3 (Trash): submit log and responses on Canvas by **Friday, April 3 at 5pm**

Assignment #4 (Coin Activity): take quiz on Canvas by **5pm on Friday, April 3**

EXAM DATES

Exam #1: Friday, February 14

Exam #2: Friday, March 27

Exam #3/Final Exam: Friday, May 1, noon-1:15pm

A NOTE ABOUT TAKING NOTES IN THIS CLASS

If you have never before taken an archaeology or art history course (and sometimes even if you have), taking notes and identifying important information about the objects and monuments we talk about in class can be a bit challenging. Here are a few crucial elements that you should know about every major object, space, monument or statue that we discuss in class:

1. **What is it?:** what is its function or who or what is being depicted? What material is it made from? What object type is it (statue, painting, coin, etc).
2. **Date:** Historical context is absolutely crucial for understanding archaeological material! In some cases, an object has a specific date attached; in others, you will get a date range or century
3. **Where is it from?:** findspot or use location and/or a particular city or region (many objects have more than one answer to this—i.e. “from a temple of Apollo in Rome in Italy”)
4. **Cultural, historical, social, political context:** one or more of these inform our interpretations of each object; for example, an image of Hercules under Augustus has a specific meaning related to his competition with Antony, vs. images of Hercules from a bath building
5. **What is its importance in our study of Roman archaeology?:** why are we talking about this object rather than another? What does it tell us about society, politics, Roman culture, etc.?



HONORS WORK

This semester, our honors work will be conducted largely online and as time spent working individually (or meeting with me), on a semester-long project. The topic of this project, and our discussion and readings for our honors section, is on **small finds** put into archaeological context. Small finds are the objects we are surrounded by, and use in our everyday lives—keys, coins, cards, glasses, plates, furniture, hair ties, shoes, lamps, etc. Basically, small finds are objects which are not architecture. Our class lectures usually focus on larger archaeological materials—monuments, large sculptures, and architecture—but the truth is, if we want to *really* understand the daily lived experiences of Romans, small finds are our best groups of evidence.

The problem is that, historically, small finds have been relatively understudied in comparison to the big stuff—in part, this stems from the sheer volume of objects of this type one encounters on an excavation, and also because methods for studying and interpreting small finds lagged behind traditional art historical and architectural approaches. That’s all been changing, and we’re the beneficiaries of about thirty years of robust scholarship pushing back on these practices, and thinking carefully about how to study small finds, and to use their findspots (i.e. where they were found) to help provide evidence for the lives of the people who owned, used, or made these objects.

The single-best and most accessible site for studying small finds in this way is, of course, **Pompeii**. The houses of Pompeii have been excavated for several centuries, and in some cases, the small finds have been both well-published in English, and well-connected to the locations where they were first excavated.

This semester, you will take on the task of studying small finds found in a set of houses in a city block at Pompeii. **First** we will read about small finds, and how archaeologists can study them to learn about the past; **then** you’ll pick a topic and approach (either studying all objects of a particular type across that block of housing, or studying all the objects found in one particular house in that block), and create a **poster** containing a map of the house/block with the small find objects placed according to their findspots, and your own analysis and interpretation of what this plan and these finds can tell us about life in the Roman world. We will build up to this final poster over a number of weeks.

Your honors component of your final grade is worth 30%; this includes completing all honors coursework (discussion board posts, activities, feeder assignments and meetings leading up to the final poster product). Each assignment is worth the following number of points:

Weekly Discussion posts: 5 points per week

Map rough draft: 10 points, graded largely on completeness

Analysis rough draft: 10 points

Participation in online draft workshop: 10 points

Integration of feedback: 10 points (holistic grade at the end, across all components)

2 one-on-one feedback meetings: 10 points each (=20 points total)

Poster rough draft: 10 points

Final poster product: 30 points

For the schedule of readings, assignments, and due dates see the “Honors work” link on Canvas.