

CLAS 140-01/HIST 140-01: The Archaeology of the City of Rome: Foundation to Late Republic

Introduction:

This course begins with a discussion of Rome's topography and geography and riverine location in the Italian peninsula. From there we will focus on how the material remains of the city's fortifications, temples, houses, forums (multipurpose public spaces), and tombs help us piece together a coherent picture of the city's development from a group of huts near a marsh to an ever-growing mass of stone, brick and concrete structures covering hills on both banks of the Tiber. 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 SEVEN weekly Reading Responses: 300-600 words (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 preparation of your Group Site Report (determined by Prof. Lorenzo in consultation with your group) (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 the city of Rome's physical development as uncovered by archaeology and illuminated by textual sources.
2. To gain a greater understanding of how Rome's open spaces and architectural forms reflect 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 city of Rome.

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, or if noted otherwise. In the case of the first week at or before 10 am on Sunday September 1st.

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: Read Claridge p. 'How to use this Guide' and 1-12. Under the Reading

Assignments tab on the class website read *The Etruscans: The Landscape*. Watch: <http://vimeo.com/70722904> (a 6 minute video). **First Weekly Reading Response Due at or before 10 am on Sunday Sept. 1st.**

Aug. 28: Course Introduction

Aug. 30: Geography, Topography, Tiber River

Week 2: Read: http://www.metmuseum.org/toah/hd/etru/hd_etru.htm, and <http://www.theguardian.com/world/2007/jun/18/italy.johnhooper>. Under the Reading Assignments tab on the class website read Kleiner, *Introduction: Italy Before the Rise of Rome*, pp. xxi – xlvi.

Sept. 2: The Proto-villanovan and Villanovan Cultures and the Etruscans I

Sept. 4: The Etruscans II

Sept. 6: Literary Sources and Republican Roman Building Materials, etc.

Week 3: Under the Reading Assignments tab on the class website read *Livy-Book1-Epitome by Florus* and *Sear-Republican Rome-Pt-One* and *Pt-Two*. Visit <http://news.bbc.co.uk/2/hi/7104330.stm>. Read Claridge 62-65 (Forum), 75-7 (Comitium and Black Stone), 109-111 (Regia), 117-18 (Wall of Romulus, Etruscan and Republican Houses), 131-32 (Hut of Romulus), 268-70 (Temple of Jupiter Optimus Maximus).

Sept. 9: Rome: the Bronze Age and the Royal Period: 1200-509; Group 1 Topic Due (for Roster see page 6)

Sept. 11: Early Republic: 509-400:

Sept. 13: Middle Republic: 400-100:

Week 4: Read Claridge 85-6 (Rostra), 131-34 (Precinct of Victory, Temple of Great Mother) 241-46 (Largo Argentina).

Sept. 16: Middle Republic: 400-100; Group 1 Site Report Due (for Roster see page 6)

Sept. 18: Review

Sept. 20: 1st Exam; Groups 2 and 3 Topics Due; (for Rosters see page 6)

Week 5: Under the Reading Assignments tab on the class website read *Sear-Roman Building Types-Pt-One* and *Pt-Two*. Read Claridge 191-92 (Tomb of Bibulus), 365-68 (Tomb of the Scipios), 403-05 (Navalia), 61, 196, 396 (Republican “Servian” Walls);

Sept. 23: Middle Republic

Sept. 25: Middle Republic

Sept. 27: Group 2 and Group 3 Site Reports Due; Group 4 and Group 5 Topics Due; (for Rosters see page 6)

Week 6: Under the Reading Assignments tab on the class website read *Roman Public Buildings-Aqueducts*. Read Claridge 250-1 (Circus Flaminius), 279-82 (Republican Victory Temples), 285-8 (Round Temple and Temple of Portunus). Read

<http://www.pbs.org/wgbh/nova/ancient/roman-aqueducts.html>

Sept. 30: Middle to Late Republic: Aqueducts

Oct. 2: Late Republic

Oct. 4: Group 4 and Group 5 Site Reports Due; Group 6 and Group 7 Topics Due; (for Rosters see page 6)

Week 7: Please read Claridge 239-41 (Theater and Porticus of Pompey), 257-8 (Tiber Island). Under the Reading Assignments tab on the class website read *Gleason-Portico of Pompey* and *Stein-Theater of Pompey*. Visit

<http://www.theaterofpompey.com/auditorium/imagines/maps/index.shtml>

Oct. 7: Late Republic

Oct. 9: Late Republic:

Oct. 11: Group 6 and Group 7 Site Reports Due (for Rosters see page 6)

Week 8: Read Claridge 85-6 (Rostra), Forum, 71-4 (Senate House), 163-69 (Forum of Julius Caesar), 92-3 (Basilica of Julius Caesar). Visit and explore

<http://www.capitolium.org/eng/fori/cesare.htm>

<http://romereborn.frischerconsulting.com/ge/FR-003.html>

Oct. 14: Late Republic:

Oct. 16: Review

Oct. 17: 2nd Exam on Official EXAM DAY for 1st Half Semester Courses

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 you will bring to class every Monday, unless otherwise noted, a 300-600 word (no more, no less) double-spaced reading response done with 1-inch margins and 12 point Times New Roman font.

Your reading response must 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 = 2

Not passing = 1

Not passing = 0

Group Site Report: 25%

(For all requirements, etc. see Group Site Report Instructions pdf under Group Projects tab on class website)

Monuments

The Appian Way/Via Appia

The Roman Triumph and the Triumphal Route

Etc.

Urban Regions

Field of Mars/Campus Martius

The Janiculum Hill/Trastevere

Etc.

Each group must collectively produce a site report on one or possibly two of the Monuments or Urban Regions above. All group members will NOT receive the same grade. Teamwork is an essential part of the assignment. As is each group member taking responsibility for his or her part of the project. The projects should take the form of PowerPoint presentation/handout/video with bibliography, etc. which presents the republican architectural history of your chosen monument(s) or city region(s). Topics to cover include: associated myth(s); known physical remains; important political and social history; associated cult(s); excavations; where is it; importance; important physical relationships with other adjacent or nearby structures or regions. For the crew rosters and schedule of crew presentations, see below, and see the course schedule.

Group 1: Topic Due: September 9th; Presentation Due: September 16th
Vestal, K., Phillips, V., Dickson, K., Oleszczuk, S.

Group 2: Topic Due: September 20th; Presentation Due: September 27th

- Brown-Stanton, D., Papineau, A., Markland, T., Moscello, C.
- Group 3: Topic Due: September 20th; Presentation Due: September 27th
Dodge, A., Suevel, R., Vanderpool, E., Laing, R.
- Group 4: Topic Due: September 27th; Presentation Due: October 4th
Salyard, V., Green, K., Holt, E., Fornino, A.
- Group 5: Topic Due: September 27th; Presentation Due: October 4th
Townsend, J., Graham, T., Cameron, R., Berthoud, K., Gonzalez, C.
- Group 6: Topic Due: October 4th; Presentation Due: October 11th
Lecrone, H., Warwick, K., O'Shea, M., Gigl, L.
- Group 7: Topic Due: October 4th; Presentation Due: October 11th
Hankton, G., Morris, T., Folluo, C., Daleiden, R.

A Few Helpful Resources (Wikipedia not acceptable except as a starting point!)

Nash, E. 1962. *Pictorial Dictionary of Ancient Rome*. New York: Praeger. (Reference Collection)

Richardson, L. 1992. *A New Topographical Dictionary of Rome*. Baltimore: The John Hopkins University Press. (Reference Collection)

www.perseus.tufts.edu

www.jstor.org

Etc.

Rules and Parameters:

TOPICS: must be approved by me at least ONE week in advance.

TIME LIMIT: Presentations must be 15-20 minutes long (no more, no less). You should be prepared for questions and/or discussion afterwards. Too lengthy or too short presentations will lose points.

MATERIAL: must include a PowerPoint presentation and a 1-2 page handout each one must include the same bibliography. The other members of the class must be able to use them to prepare for the next exam.

EVALUATION: Grades are based on the clarity and conciseness of the site report and the handout, and whether the rest of the class understands the topic presented better afterwards.

Two Exams: 50%

Students will take two exams. The first exam will cover all material presented in class from Aug. 28th until Sept. 18th. The second exam will cover from Sept. 23rd until Oct. 16th. 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. 753 BC; 266 BC)
 2. Good: centuries (e.g. 3rd c. BC; late 1st c. BC)
 3. Mediocre: periods (e.g. Early Republican Period; Late Republican 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