

## CLAS 356: THE ARCHAEOLOGY OF ANCIENT ROME

Class location and time: Twice a week. Place and time TBD.

Dr. Laura C. O'Rourke      Office: TBD      Email: orourke@hawaii.edu

Office hours: TBD (and by appointment)

This course will examine the archaeology of the Roman world from the Villanovan period to the reign of the emperor Constantine, with a particular focus on the archaeology and history of the Iberian Peninsula.



Throughout this course, we will examine the development of art and architecture in prehistoric Italy, highlighting the Etruscan world, and then focusing on the two major historical periods: the Republic and the Empire and examine the colonization and Romanization of the Iberian Peninsula. We will look at the connections between artistic development and imperial policy, and the use and adaptation of artistic and architectural ideas throughout the larger Roman Empire. We will move chronologically

through the traditional dynastic divisions in the majority of the course, but we will also have the opportunity to focus on specific themes and locations, such as Seville and Italica. These thematic topics include domestic art and architecture, spectacle, portraiture and identity, death and commemoration, and commerce and trade. We will also discuss modern museum collections of Roman art and issues of patronage and cultural heritage. By the end of the course, students will have acquired a broad knowledge of the archaeology of the ancient Roman world, highlighting the Iberian Peninsula, and the different theories and methods employed to best analyze the material culture of this region.

### Student Learning Objectives

Our course's learning objectives are specific to an historical and anthropological approach. By the end of the semester, you will be able to:

- 1) Show knowledge of ancient Roman material culture within its social context, from the Villanovan period to the fall of the Roman Empire in Spain (circa 10th century BCE to the 5th century CE);
- 2) Interpret the relationship between the production of material culture and various aspects of their societies of origin, including but not limited to history, culture, economics, politics, and social organization;
- 3) Think critically and creatively about theoretical underpinnings of archaeological investigation;
- 4) Conduct research that involves using site visits, library systems, analyze academic sources and archaeological reports, and submit independent written communication;
- 5) Examine the nature of Roman expansion and imperialism in the Iberian Peninsula and the legacy of Rome in Spain;
- 6) Develop an essay using a long-term perspective on the complex relationships between Roman art and other elements of Roman culture, taking into account the variables of gender, social organization, political economy, and religion.

### UHM Institutional Learning Objectives

UHM has identified a series of Institutional Learning Objectives. You can find out more about the UHM ILOs at <https://manoa.hawaii.edu/ovcaa/policies/pdf/M5.321.pdf>, but I have selected a few that are particularly pertinent to this course:

- 1) develop understanding of the world (1a)
- 2) improve your abilities to think critically and creatively (2a),
- 3) conduct research (2b), communicate and report on research (2c)
- 4) develop respect for other peoples and cultures (3h)

## **Required Text, Course Readings and Videos**

We have one textbook: Tuck, S.L. 2015, *A History of Roman Art*, Wiley Blackwell. It is available online in the UH library system and you can download for a period of almost 3 months. This link will take you

Other required or suggested readings may consist of short articles or text excerpts that provide additional information related to subjects we are covering in our main textbook. These articles will be available on Lamakū (or Lamakū) in the Resources folder.

## **Assessment**

Your final grade in this class will be tallied based upon your completion of all the required components listed below.

*Class participation (10%):* The primary focus of this course is on material discussed in class. The assigned readings are a *starting point* for class discussions, but the readings cover only a portion of what you are expected to master for your paper and exams. In other words, it is not possible to do well in this course without participating regularly and consistently in class. Understanding the material is only possible if you complete the assigned readings before each class. That is why participation in class discussions is a full 10% of your course grade, and must be earned every class. To earn your participation points, you are required to participate regularly in our class discussions, and to use details from the assigned readings as often as possible when you do so.

*Class discussion leader assignment (10%):* To encourage all of you to come fully prepared to engage with the materials and with each other, and to give you some of the responsibility for the quality and intensity of our discussions, each student will be in charge of guiding part of the discussion during the semester. You will receive instructions for how to do so. This discussion leader assignment is worth 10% of your grade; you earn full credit for completing the task as assigned and on time.

*Research Journal (20%):* Because this course is heavily reliant on material culture, each week you will find an item of material culture (glass, sculpture, pottery, jewelry, etc.) relevant to the topic to write about (1-2 pages) and present briefly to the class. This is a research journal, so you cannot simply choose an item from Wikipedia; you need to conduct some actual research to find the item and place it within context.

*Exams:* 30% of your course grade will be based on two exams. Each draws from our assigned readings, lectures and discussions. Study guides will be posted on Lamakū one week beforehand.

*Site visit reports:* 10% of your grade will be based on our site visits to archaeological and cultural heritage sites and museums. You are required to write two short site reports, each worth 5%. Instructions will be posted on Lamakū.

*Research project (20%):* Finally, there is a short independent research project (6-8 pages) focused on a relevant topic of your choice. In order to share this with your fellow classmates, you will provide a short video or slide presentation to the class. The paper is worth 15% and the presentation is worth 5%. Instructions will be posted on Lamakū.

Final grades are calculated as follows:

Class participation 10%  
Class Discussion Leader 10%  
Midterm exam 15%  
Research Journal 20%  
Site reports 10% (5% x 2)  
Research Project and Presentation 20%  
Final exam 15%

*Extra credit:* There will be a number of opportunities for extra credit. Examples might include additional site visit reports or you might choose to take an in-class discussion and pursue the topic in more depth in a short paper (2 pages).

There are many films and documentaries and other resources about the topics we touch on in this course that you can watch and write about; in those cases, your short essays (1-2 pages) should briefly describe the resource, then focus on tying examples from it into our discussion and the assigned readings. Extra credit essays (about videos, lectures, articles, or other relevant things) are due no later than our last day of class. You may earn up to 3 points for extra credit activities. The more in-depth your essay or review, the more extra credit you can potentially earn. Most extra credit essays will earn you 1 point added to your final course grade. All extra credit should be written in a Google doc and the link uploaded to your Dropbox on Lamakū.

### **Academic Integrity**

There is no value that is more central to academic discourse in general, and academic writing in particular, than intellectual honesty. One of the primary aspects of such honesty is the recognition of the role that the thoughts and words of others play in the formation of one's own ideas and opinions and, especially, in the construction of one's own written arguments. While the model of scholarly "conversation" and the free exchange of ideas to which we will aspire in this course rightly suggests that one ought to learn from, and draw upon, the work of others, this in no way implies that one can simply appropriate such work without proper acknowledgement of its source. The name for such unacknowledged appropriation is "plagiarism."

Most instances of plagiarism arise from ignorance about what constitutes plagiarizing, not from deliberate attempts to pass off another's work as your own. While I do not require you to follow any particular citation system (APA, MLA, etc.), you are required to choose one and to use it consistently within each writing assignment, including your exam essays.

Thus, it is in your own best interest to make sure that you fully understand what is expected of you. Plagiarism, or any other form of cheating, which includes the unauthorized use of any AI, represents a most serious breach of the contract between students and teachers (and between you and your classmates), and if I find that you have willfully plagiarized someone else's words (or ideas), or cheated on an exercise or assignment, I will inform the university and there may be additional consequences.

## *Class Schedule*

*This class schedule is tentative. It will be adjusted according to the host institution's calendar and the local holiday schedule.*

| DATE          | TOPIC  | READINGS  |
|---------------|--|---|
| <b>Week 1</b> | Introduction to the course (syllabus, course requirements; overview of the region)<br><br>Introduction to the textbook; Prehistoric Italy  | Beard Prologue & Ch. 1<br><br>Tuck Chapter 1                                    |
| <b>Week 2</b> | Prehistoric Italy cont.: the Villanovans. The early Etruscans. Burials and Tomb-painting. Cerveterii and Tarquinia, Veii<br><br>Etruscans cont. Etruscan sanctuaries, sacred space, sculpture, metalworking, jewelry | Tuck Chapter 2: 18-29;<br>Beard Ch. 2<br><br><br>Tuck Chapter 2: 30-49          |
| <b>Week 3</b> | Monarchy of Rome and the Early Republic. The Forum, Rostra, Lapis Niger<br><br>Topography and geography of the early city.   | Tuck Chapter 2: 29-41;<br><br>Beard Ch. 3                                       |
| <b>Week 4</b> | The Republican Period<br><br>The Republican Period, cont.  | Tuck Chapter 3<br><br>Tuck Chapter 4  |
| <b>Week 5</b> | Iberian prehistory and Seville (Hispania)<br><br>Site visit to Archaeological Museum of Seville  | Beard Ch. 4<br><br>Beard Ch. 5  |
| <b>Week 6</b> | The beginnings of Roman colonization in Iberia<br><br>Site visit to Italica, the first Roman settlement in Iberia  | Beard Ch. 6<br><br>Beard Ch. 7  |
| <b>Week 7</b> | The Beginnings of Empire: Augustan propaganda<br><br>Midterm<br><br>Tentative: Weekend visit to Merida, Spain  | Tuck Chapter 5;<br><br><br><br><br>Dates to be negotiated with host institution |
| <b>Week 8</b> | The Julio-Claudians: Tiberius, Claudius, Nero<br><br>The Flavians: Vespasian, Titus, Domitian; Pompeii!  | Tuck Chapter 6<br><br>Tuck Chapter 7; video "Last Days of Pompeii" 2022         |

|                |   |  |
|----------------|---|--|
| <b>Week 9</b>  | Spring Recess (Semana Santa)  |  |
| <b>Week 10</b> | The Spaniards: Trajan and Hadrian<br>Rome outside Rome  | Tuck Chapter 8<br>Beard Ch. 8  |
| <b>Week 11</b> | The Antonines: Antoninus Pius and Marcus Aurelius<br>The Severans: Septimius Severus, Caracalla   | Tuck Chapter 9; optional<br>Beard Ch. 9<br>Tuck Chapter 10; optional<br>Beard Ch. 10 |
| <b>Week 12</b> | Soldier Emperors, the 3 <sup>rd</sup> century, the Tetrarchy<br>Constantine the Great.  | Tuck Chapter 11; optional<br>Beard Ch. 11<br>Tuck Chapter 12                         |
| <b>Week 13</b> | The Fall of the Roman Empire<br>Visigothic Spain  | Beard Ch. 12 & Epilogue<br>Collins 2004 (excerpts)                                   |
| <b>Week 14</b> | Muslim Spain  | Dodds 1992 (excerpts)  |
| <b>Week 15</b> | Who owns the past? The Ethics of Archaeology. Museum collections, repatriation, the illegal trade in antiquities, UNESCO.<br>Research Project Presentations | Fitz Gibbons 2005 (excerpts)   |
| <b>Week 16</b> | Research Project Presentations<br>Research Project Presentations; final exam review   |  |
| <b>Week 17</b> | Final Exam  | Tentatively: May 9th   |

#### Bibliography:

Beard, Mary. *SPQR : A History of Ancient Rome*. First edition., Liveright Publishing Corporation, a Division of W.W. Norton & Company, 2015.

Collins, Roger. *Visigothic Spain, 409-711*. Blackwell, 2004.

Dodds, Jerrilynn Denise, et al. *Al-Andalus : The Art of Islamic Spain*. Metropolitan Museum of Art, 1992.

Fitz Gibbon, Kate, et al. *Who Owns the Past? : Cultural Policy, Cultural Property, and the Law*. Rutgers University Press, 2005.

Tuck, Steven L. *A History of Roman Art*. 1st ed., Wiley, 2015.

## **Institutional Information**

### **UHM TITLE IX SYLLABUS INFORMATION**

The University of Hawai'i is committed to providing a learning, working and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. If you or someone you know experiences any of these, UHM has staff and resources on campus to support and assist you. Staff also can direct you to resources in the community. Here are some of your options:

If you wish to remain **ANONYMOUS**, speak with someone **CONFIDENTIALLY**, or would like to receive information and support in a **CONFIDENTIAL** setting, contact:

#### **Lesbian, Gay, Bisexual, Transgender (LGBT) Student Services**

Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) Student Services strives to maintain a safe and inclusive campus environment that is free from harassment and discrimination. The office provides direct services to students of the University of Hawai'i at Mānoa to confidentially discuss or seek advocacy and support for mistreatment due to their actual or perceived sex, gender identity, gender expression, or sexual orientation.

#### **Cameron Miyamoto**

Queen Lili'uokalani Center for Student Services 211

2600 Campus Road

Honolulu, HI 96822

(808) 956-9250

email: [lgbtq@hawaii.edu](mailto:lgbtq@hawaii.edu)

<http://manoa.hawaii.edu/lgbt/>

#### **Office of Gender Equity**

The Office of Gender Equity offers direct services to victims and survivors of sexual harassment and sexual assaults. Brief descriptions of services offered are available [here](#).

**Jamie Newalu**

Queen Lili'uokalani Center for Student Services 210

2600 Campus Road

Honolulu, HI 96822

(808) 956-9499

email: [jnewalu@hawaii.edu](mailto:jnewalu@hawaii.edu)

[www.manoa.hawaii.edu/genderequity](http://www.manoa.hawaii.edu/genderequity)

### **Prevention, Awareness, and Understanding (PAU) Violence Program**

Prevention, Awareness, and Understanding (PAU) Violence Program exists to inspire, educate, and empower students and campus communities to build safe living-learning environments, end interpersonal violence, and encourage holistic well-being in ways that are supportive, collaborative, student-centered, and strengths-based. PAU Violence Program staff provides direct services to all University of Hawai'i at Mānoa students including crisis response, safety planning, academic support, and referrals to campus and community resources.

**Jennifer Barnett**

**Leslie Cabingabang**

Queen Lili'uokalani Center for Student Services 211

2600 Campus Road

Honolulu, HI 96822

(808) 956-8059

[uhmpau@hawaii.edu](mailto:uhmpau@hawaii.edu)

### **Student Parents At Mānoa (SPAM)**

Student Parents At Mānoa (SPAM) seeks to increase the visibility of and resources for student parents at UH Mānoa as they pursue education while parenting. SPAM staff provide advocacy, support, and referrals for pregnant and parenting students to help them succeed in their educational goals.

**Teresa Bill**

2600 Campus Road

Queen Lili'uokalani Center for Student Services 211

Honolulu, HI 96822

(808) 956-8059

[gotkids@hawaii.edu](mailto:gotkids@hawaii.edu)

<http://manoa.hawaii.edu/studentparents/>

### **Counseling and Student Development Center (CSDC)**

The Counseling and Student Development Center (CSDC) offers support to UHM students, staff, and faculty to assist with personal, academic, and career concerns. All services are confidential and most are free of charge for Mānoa students. They also offer free consultation to faculty and staff on personal and student-related issues as well. CSDC office hours are from 8:00 a.m. to 4:30 p.m., Monday through Friday. They also offer immediate walk in appointments for urgent or emergency/crisis services during their regular daily hours.

Queen Lili'uokalani Center for Student Services 312

2600 Campus Road

Honolulu, HI 96822

(808) 956-7927

uhmcsdc@hawaii.edu

[www.manoa.hawaii.edu/counseling](http://www.manoa.hawaii.edu/counseling)

#### **University Health Services Mānoa (UHSM)**

[The University Health Services Mānoa](http://www.manoa.hawaii.edu/uhs) (UHSM) is staffed by physicians, nurse clinicians, nurses, and other support staff, and offers a wide range of medical services and programs to UH Mānoa students, with many of the services also available to UH Mānoa faculty and staff and students from other UH campuses. Services include general medical care on a walk-in basis; women's health, sports medicine, psychiatry, and dermatology clinics by appointment; pharmacy and clinical laboratory; and student training, employment and volunteer opportunities.

1710 East West Road

Honolulu, Hawai'i 96822

Honolulu, HI 96822

(808) 956- 8965

[www.hawaii.edu/shs/](http://www.hawaii.edu/shs/)

[or]

If you wish to remain **ANONYMOUS**, speak with someone **CONFIDENTIALLY**, or would like to receive information and support in a **CONFIDENTIAL** setting, contact the confidential resources available here:

<http://www.manoa.hawaii.edu/titleix/resources.html#confidential>

**Note:** Even though this syllabus represents my best effort in projecting the course, I reserve the right to modify any aspect of it as the need arises.