



The American University of Rome

Archaeology and Classics Program

ARC 301: ARCHAEOLOGY OF ROMAN IDENTITY

Fall 2017

Prof Valerie Higgins

Wednesdays 9-11.55

Office hours: Wednesday & Thursday 2-3 and by appointment

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Course Description

This upper level course examines the archaeological remains of Rome from the perspective of the different ethnic, cultural and social groups that populated the city. Roman society has often been presented as a uniform monoculture but developments in archaeological theory have allowed us to identify diverse influences and to chart the evolving construction of Roman identity which underlay political power. What was considered 'Roman' was not static, but changed according to period, class and setting and nearly always involved negative judgments of "others" perceived as displaying non-Roman characteristics.

Credit hours

Three

Pre-requisites

A previous course in Archeology or Ancient History or Classical Studies or at the discretion of the instructor.

Fees

Students will be required to pay their own entrance fees which will be in the region of €50 for the course. Every effort is made to include accurate pricing in the syllabus but prices are often changed without warning and no responsibility can be taken for this.

Course Learning Objectives

By the end of the course students will be able to:

1. Identify major Roman monuments and works of art particularly in Rome
2. Critically analyze social trends in Roman society from the Early Republic to the Severans in relation to identity.
3. Interpret the material culture of the Romans in the light of social developments and in the light of changing theories of identity.

Course Learning Activities

1. On site visits (CLO 1)

2. Oral presentations (CLO 2 & 3)
3. Independent research paper (CLO 2 & 3)
4. Class discussions

Course Textbook.

There is no set course textbook. Readings are assigned for each class. The readings will be uploaded to the course webpage. In addition students can purchase or consult in the library A. Claridge, 2010, *Rome: An Oxford Archaeological Guide* (2nd Ed.). Oxford Archaeological Press, Oxford, and F. Coarelli, 2014, *Rome and Environs: An Archaeological Guide*, (2nd Ed.). University of California Press: Berkeley and Los Angeles for further information on the archaeological sites we will visit in class.

Assessment

Oral Presentation	10%
Independent Research Paper	35%
Midterm Exam	25%
Final Exam	30%

Oral Presentation

Each student will give an oral presentation which should be approximately 15 minutes long. Some of the topics will be given on-site and some in the classroom. A list of topics and the rubric is contained at the end of the syllabus (tests CLO 2 & 3)

Midterm Exam

The midterm exam will consist of two parts. Section A will consist of four (chosen from six) short answer (one paragraph) questions (tests CLO 1). Section B consists of a long essay question (minimum of three pages of the examination booklet) (tests CLO 2 & 3).

Final Exam

The final exam will consist of two parts. Section A will consist of four (chosen from six) short answer (one paragraph) questions (tests CLO 1). Section B consists of a long essay question (minimum of three pages of the examination booklet) (tests CLO 2 & 3). Section B will be cumulative.

PLEASE NOTE THAT A CLEAN DESK POLICY IS IN OPERATION DURING THE MIDTERM AND FINAL EXAMS. NOTHING SHOULD BE ON YOUR DESK EXCEPT THE PEN YOU ARE WRITING WITH. YOU ARE NOT PERMITTED TO LEAVE THE ROOM DURING THE MIDTERM AND FINAL EXAM, IF YOU DO SO YOUR PAPER WILL BE COLLECTED AND YOU WILL NOT BE ALLOWED TO ADD ANYTHING TO IT.

Independent Research Paper 35% in total.

The Independent Research Paper will be developed in three phases and all three phases must be submitted in order to achieve a passing grade. The assignments should be uploaded to MyAUR.

Phase 1: 5%

This will consist of approximately 250 words describing the topic you wish to research culminating in a thesis statement. In addition, you must include a preliminary **annotated** bibliography with a minimum of **8** peer-reviewed sources. ***Submission date 6 October 5pm.***

Phase 2: 5%

This will consist of an outline of the research paper and it should be a minimum of two pages long. You should list the paragraph topics in bullet-pointed form and be precise about the arguments you are developing in each paragraph. You must include a non-annotated bibliography. ***Submission date 10 November 5pm.***

Phase 3: 25%

The final paper should be a minimum of 2,500 words and contain a minimum of **10** peer-reviewed sources. It should be submitted via MyAUR as a Word document using 12pt Times New Roman Font, double spaced. It should contain appropriate citation and footnotes and should have a complete non-annotated bibliography arranged in alphabetical order using the Chicago style. ***Submission date 8 December 5pm.***

AUR grade values :

94 – 100 points	=	A	“Excellent”
90 – 93.99 pts	=	A-	
87 – 89.99	=	B+	
83 – 86.99	=	B	“Good”
80 – 82.99	=	B-	
77 – 79.99	=	C+	
73 – 76.99	=	C	“Satisfactory”
70 – 72.99	=	C-	
60 – 69.99	=	D	“Poor”
59.99 – 0	=	F	“Failing”

Schedule

Session	Date	Topic	Location	Presentations and Due Dates
1	Sept 6	Dissecting identity	F16	
2	Sept 13	Rome's foundation mythology	Forum Boarium. MP garden gate. No entry fee.	#1 Representation of women in foundation myth
3	Sept 20	The development of the Republican identity	Tomb of the Scipioni. MP Circo Massimo metro station outside FAO. Entrance fee €4.	
4	Sept 27	Developing an overseas empire	F16	#2 Roman notions of masculinity #3 How did Carthage help to shape Roman ideas of their own identity
5	Oct 4	Octavian becomes Augustus	Roman Forum & Imperial Fora. MP Piazza Venezia in front of the Altare della Patria. Entrance fee €12	#4 Temple of Venus in the Forum of Caesar #5 Iconography of the Forum of Augustus
	Oct 6			Due date Phase 1. 5pm
6	Oct 11	Race, ethnicity & barbarians	F16	
7	Oct 18	Midterm exam. Roman houses as a reflection of identity and status	F16	#6 What was the Roman concept of <i>otium</i> and how did it affect daily life and the architecture of houses and villas?
8	Oct 21	Trip to Sperlonga.	MP Archi Bar Visit to Sperlonga Archaeological site and Museum and Temple of Giove Anxur. Entrance fee €5	
9	Oct 25	Colonial, Post-Colonial & 'Romanization'.	F16	#7 How has the growth of subaltern studies influenced our ideas of the Roman empire? #8 Analyze recent disputes concerning people of color in the Roman empire

10	Nov 8	Visit to Montemartini Museum	Montemartini Museum. MP Pyramid. Entry fee €7.50. Bus tickets needed.	#9 How did images of Egypt come to dominate Roman imagery and what did Egypt represent for the Romans? #10 What did the image of bound captives represent for the Romans?
	Nov 10			Due date Phase 2. 5pm
11	Nov 15	Visit to National Museum at Palazzo Massimo	MP. Museum entrance. Entry fee €7.	# 11 How did Roman portrait sculpture come to embody Roman values? #12 The sarcophagus of Portonaccio shows a very violent scene. What insight does this give us into Roman behaviour?
12	Nov 22	Nature of Power	F16	#13 How did triumphs develop and what did they represent for Romans?
13	Nov 29	Identity in death	F16	#14 What was a columbarium and how did it develop? What does it tell us about Roman values?
	Dec 6	Class cancelled in lieu of field trip		
	Dec 8			Due date research paper. 5pm
	Dec 13	FINAL EXAM 10-12	F16	

NB Please note this schedule may be subject to change.

Readings

Session 1: 6 Sept

Hugh Trevor-Roper, 1992, 'The Invention of Tradition: The Highland Tradition of Scotland' in *The Invention of Tradition* (ed. E. Hobsbawn & T. Ranger). Cambridge University Press, Canto Edition. (First published 1983).

Session 2: 13 Sept

Selections from Livy, Virgil, Dionysius of Halicarnassus.

M. Beard, 2016, *SPQR A History of Ancient Rome*, Profile Books: London. Pp. 53-89.

E. Dench, 2005, *Romulus' Asylum: Roman Identities from the Age of Alexander to the Age of Hadrian*, Oxford University Press, Oxford, pp. 1-24.

K. Dowden, 1992, *The Uses of Greek Mythology*, Routledge, London, pp. 1-7.

Stephen L. Harris & Gloria Platzner, 2001, *Classical Mythology: Images & Insights*, Mayfield Publishing Company, Mountain View, California.

Session 3: 20 Sept

M. Beard, 2016, *SPQR A History of Ancient Rome*, Profile Books: London, pp. 131-168

S. Jones, 1997, *The Archaeology of Ethnicity: Constructing Identities in the Past and the Present*, Routledge, London & New York pp. 15-39.

J. Rich, 2003, 'Fear, Greed & Glory: The Causes of Roman War Making in the Middle Republic' in *Roman Imperialism: Readings & Sources* ed. Craige Champion, Malden Blackwell Publishers, Mass., pp. 46-67.

Session 4: 27 Sept

E. Dench, 1995, *From Barbarians to New Men: Greek, Roman and Modern Perceptions of Peoples from the Central Apennines*, Clarendon Press, Oxford, pp. 175-217

E. Hall, 1989, *Inventing the Barbarian: Greek Self-Definition through Tragedy*, Clarendon Press, Oxford, pp. 101-143.

Session 5: 4 Oct

B. Severy, 2003, *Augustus and the Family at the Birth of the Roman Empire*, Routledge, New York.

S. Walker, 2005, 'The Moral Museum: Augustus and the City of Rome' in *Ancient Rome: The Archaeology of the Eternal City*, eds. J. Coulston & H. Dodge, Oxford University of Archaeology Monograph 54, Oxford, pp. 61-75. MyAUR

P. Zanker, 1990, *The Power of Images in the Age of Augustus*, The University of Michigan Press, Ann Arbor, pp. 101-166.

Session 6: 11 Oct

B. Isaac, 2004, *The Invention of Racism in Classical Antiquity*, Princeton University Press, New Jersey, pp. 163-8.

S. Jones, 1997, *The Archaeology of Ethnicity: Constructing Identities in the Past and Present*, Routledge, London, pp. 15-39.

P.S. Wells, 2003, 'The Barbarians Speak: How the Conquered Peoples Shaped Roman Europe', in *Roman Imperialism: Readings & Sources* ed. Craige Champion, Malden Blackwell Publishers, Mass., pp. 243-258.

Session 7: 18 Oct

A. Wallace-Hadrill, 1994, *Houses and Society in Pompeii and Herculaneum*, Princeton University Press, Princeton, New Jersey, pp. 3-16.

<https://www.youtube.com/watch?v=aO8lvx--Hv0>

Session 9: 25 Oct

D. Mattingley, 2011, *Imperialism, Power, and Identity: Experiencing the Roman Empire*, Princeton University Press, Princeton & Oxford, pp. 203-245.

Edward Said, 1994, *Culture and Imperialism*, Vintage Books, London, pp. 35-50.

Edward Said, 2003, *Orientalism*, Penguin Books, London. First published 1978, pp. 1-49.
MyAUR

J. Webster, 2001, 'Creolizing the Roman Provinces' *American Journal of Archaeology*, Vol 105, No. 2 (April 2001) pp. 209-225.

Session 10: 8 Nov

K. Bradley, 2004, 'On Captives Under the Principate', *Phoenix* Vol 58, No. 3/4, pp. 298-318.

Wm. Blake Tyrell, 1984, *Amazons: A Study in Athenian Mythmaking*, The Johns Hopkins University Press, Baltimore, pp. xiii-xix, 2-4, 20-1, 125-8.

Session 12: 22 Nov.

M. Beard, 2009, *The Roman Triumph*, Harvard University Press, Cambridge, Mass., pp. 42-71.

R. Hingley, 2000, *Roman Officers English Gentlemen: The Imperial Origin of Roman Archaeology*, Routledge, London, pp. 111-155.

G. Woolf, 1998, *Becoming Roman: The Origins of Provincial Civilization in Gaul*, Cambridge University Press, Cambridge pp. 1-23.

Session 13.

TBA

Course Policies

Attendance Policy

In keeping with AUR's mission to prepare students to live and work across cultures, the University places a high value on classroom experience. As a result attendance is expected in all classes and attendance records are maintained. The University's attendance policy is as follows:

Minimum Attendance Requirement

Students must attend a minimum of 70% of a course in order to be eligible to be considered for a passing grade.

Absences

- Students will not be penalized for one absence from classes meeting once a week;
- Students will not be penalized for three absences from classes meeting twice a week;
- Students will not be penalized for four absences from classes meeting more than twice a week, as in the case of some intensive courses.

If further absences are recorded, grade penalties will be applied according to the instructor's specific attendance policy, as stated in the syllabus. If the instructor does not specify an attendance policy, there will be no grade penalty other than that attached to the minimum attendance requirement.

Cases of prolonged absences caused by an emergency or a medical condition may require students to withdraw from some or all of their courses. Under such circumstances students should first consult their academic advisors.

2.0. Tolerated Absences

Certain categories of absence will not be penalized but they will be counted as an absence (for a 3-credit course meeting twice a week). These absences are:

- The Model United Nations (MUN);
- Permit to Stay,
- SG's "Ambassador Program" (Student Government initiative)
- Religious Holidays

The American University of Rome makes all reasonable efforts to accommodate students who must be absent from classes to observe religious holidays. (Please refer to the Provost's Office list of accepted absences for religious holidays)

Not attending a class due to the observance of a religious holiday will not be penalized but will be counted as an absence. Students who will need to miss class in order to observe religious holidays must notify their Instructors by the end of the Add/Drop period (first week of classes), and must make prior arrangements with their Instructors to make up any work missed.

2.1. The list does NOT include academic field trips because these (including arrangements for travel) must not overlap with other classes.

3.0. Cases of prolonged absences caused by an emergency or a medical condition may require students to withdraw from some or all of their courses. Under such circumstances students should first consult their academic advisors.

*Note: No instructor may penalize a student more than one-third of a letter grade for each absence beyond the tolerated limit (e.g. from A- to B+).

Professor's Personal Attendance Policy:

Absences above two will be penalized by a drop of one fractional grade (e.g. B+ to B) for every absence. There will be no make up exams.

Tardy

Students are expected to arrive punctually. Students who arrive after the roll has been called will be marked as 'tardy'. Three tardies equal one absence.

Grade Point Average

A student's grade point average (GPA) is computed by multiplying the quality points achieved by the number of credits for each course. The result is then divided by the total number of credit hours taken. The Cumulative or Career Total Grade Point Average (CGPA) is the grade point average for all credit hours taken at the University and at approved study abroad programs. The GPA and CGPA are calculated by truncating after the second digit after the decimal point. Transfer credits have no effect on the CGPA at The American University of Rome.

Grades

Grades are posted on a secure area of the University's official website and are mailed to AUR degree students only upon written request. Grades are mailed to the various study abroad programs. Grades computed in the (GPA) reflect the following grade equivalents:

GRADE		GPA	
A	Excellent	4.00	94 – 100 points
A-		3.70	90 – 93.99 pts
B+	Very Good	3.30	87 – 89.99
B	Good	3.00	83 – 86.99
B-		2.70	80 – 82.99
C+		2.30	77 – 79.99
C	Satisfactory	2.00	73 – 76.99
C-	Less than Satisfactory	1.70	70 – 72.99
D	Poor	1.00	60 – 69.99
F	Failing	0.00	59.99 – 0
WU	Unofficial withdrawal counts as an F	0.00	
P	Applicable to development courses	0.00	
<i>Grades not computed into the grade point average are:</i>			
W	Withdrawal		

AUDIT (AU)	Only possible when the student registers for a course at the beginning of the semester as an audit student
I	Incomplete work must be completed within the ensuing semester. Failure to do so results in automatically converting the I grade to the default grade, which is then computed into the grade point average
P	Pass grade is applicable to courses as indicated in the catalog.
WIP	Work in progress

Dress Code

The course requires us to walk around out-of-doors, dress appropriately and anticipate inclement weather. Class schedules are not adjusted for the weather so please ensure that you have sunblock if it is hot and waterproof clothing if it is raining. On site classes involve a lot of walking and flat comfortable shoes are recommended.

AUR Academic Integrity Code & Policy against Plagiarism:

“Integrity is fundamental to the academic enterprise. It is violated by such acts as borrowing or purchasing assignments, including but not limited to term papers, essays, and reports; lending to or producing assignments for others (either for or without payment); using concealed notes or crib sheets during examinations, copying the work of others and submitting it as one’s own; and otherwise misappropriating the knowledge of others. Such acts are both dishonest and deceptive: the work submitted to instructors is not the work of the person whose name it bears. In consequence, the sources from which one derives one’s ideas, statements, terms, and facts, including internet sources, must be fully and specifically acknowledged in the appropriate form. Failure to do so, intentionally or unintentionally, constitutes plagiarism.” -- AUR Student Handbook, 2006/2007, p. 15.

Students who commit plagiarism will be reported to the Dean. Punishments include (but are not limited to) F for the piece of work, F for the course or, in particularly egregious cases, expulsion from the university.

RUBRIC FOR ORAL REPORTS

VERBAL SKILLS			
AUDIBILITY	Volume well suited to room	Reasonable, occasional difficulty in hearing	Poor, difficult to hear, under projected
CLARITY	Most words clear	Occasional lapses but communication not impaired	Poor, difficult to decode
PRONUNCIATION	No marked lapses which interfere with communication	Occasional lapses but communication not seriously impaired	Very frequent lapses, communication impaired
LANGUAGE USE AND ACCURACY	Wide range, appropriate to topic, accurate	Adequate to task, somewhat limited, some inappropriate usage	Limited range, communication impaired
NON-VERBAL SKILLS			
INTONATION	Varied range	Range limited, reduces communication	Lack of range, greatly restricted
EYE CONTACT	Looked at most of the audience much of the time	Looked at some of audience but rather fixed	Hardly looked at audience, no real contact
USE OF GESTURES / FACIAL EXPRESSIONS	Helpful, enhanced communication	Helpful for audience	Unhelpful, distracting
CONTENT			
INTRODUCTION	Clear, helpful, assisted audience	Reasonably clear, gave some direction	Muddles audience
DEVELOPMENT	Logical, easy to follow, helpful links	Some difficulty in following some links	No apparent development, little linkage
USE OF EXAMPLE ILLUSTRATIONS	Stimulating, helpful, clear, interesting	Reasonably useful and helpful for audience	If used, unhelpful, difficult to see relevance
USE OF VISUALS (if relevant)	Stimulating, clear, enhanced presentation	Helpful, reasonably clear, assisted presentation	Unhelpful, muddled, distracted
QUESTIONS	Handled well, clear, confident, fully answered	Some awkwardness, reasonable, mostly answered	Muddled, no real answers
CONCLUSION	Well planned, effective ending	Some effort to wind up talk	Petered out, audience puzzled, no ending

DURATION	Kept to agreed limits	Strayed a little from agreed limits	Far too long, too short, audience unhappy
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COMMENTS:

TOPICS FOR INDEPENDENT RESEARCH PAPERS

Students can do an independent research paper on any topic connected with the course. You cannot choose a topic that is specifically covered in a class. The following are areas that are suitable, but it is not a definitive list, however, all topics must be approved by the instructor.

- Interaction between the Romans and a particular group such as Jews, Samnites, Etruscans, Greeks, Carthaginians, Christians
- A particular class or group within society such as slaves, ex-slaves, children, 'new men', women, the army
- A type of art or monument which reflects identity such as portraits, tombs, wall paintings, house type

RUBRIC FOR the Research Paper

	Excellent (A)	Good (B)	Satisfactory (C)	Poor (D)	Failing (F)
Analysis and evaluation of arguments					
Ability to synthesize arguments					
Fullness and completeness of the argument					
Accurate and appropriate use of printed and electronic sources.					
Good English and presentation skills					

Analysis and evaluations of arguments: the topic you have chosen has been the subject of debate amongst scholars. Typically ideas develop through time and may differ between different countries, academic disciplines or scholars. It is your job to compare and contrast these opinions and evaluate the validity of the arguments. You should try to analyze why scholars disagree, what is the basis of their differences? You should not try to gloss over the arguments superficially but should actively explore their points of conflict.

Ability to synthesize arguments: when you read books and articles they will develop the arguments in great depth. It is your job to sum up the arguments accurately in a few sentences.

Fullness and completeness of the argument: you should make every effort to cover your topic as completely as possible.

Accurate and appropriate use of printed and electronic sources: you must cite correctly using footnotes and include a complete bibliography at the end. Failure to cite your sources constitutes plagiarism.

Good English and presentation skills: your essay should be written in grammatically correct formal English. It should be presented following the instructions detailed above.