ICCS Fall 2017
The Ancient City
Introduction to the Course

NB: This guide is meant to give students an overview of the City Course and its requirements. When you arrive in Rome, you will receive a more detailed syllabus that outlines site visits, specific readings, and additional nuts-and-bolts policies for the course. Here we want to provide a sense of how the main course works, what to expect over the term and day-to-day, as well as how you might prepare for the experience.

Faculty

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Course Description and Goals

The City Course is the centerpiece of the Centro curriculum. It is a team-taught, double-credit course combining history and material culture. Key in our learning is studying the real stuff of the ancient world -- its archaeological remains, monuments, artworks, and inscriptions -- in person and in situ. Complementing our site visits will be various readings, activities, assignments, and projects. Overall, our goal is to deepen your understanding of the Romans’ history, society, and culture by studying their principal city and its development.

While our course focuses on Rome, we will also explore comparative materials from other sites, including native cities such as Praeneste, colonies such as Alba Fucens and Ostia, Campanian cities such as Pompeii and Herculaneum, and Sicily's Arab, Greek, and Phoenician cities.

Along the way, we will interrogate key questions in urban history, archaeology, and the study of the Roman world: Who lived in Rome, how did they live, and how can we know about them? How did the wider Mediterranean and Rome’s role in it as an imperial power shape the city? How did each generation or century respond to the Rome it inherited, and how did it shape, rebuild, or obliterate that city? Finally, how are we to make sense of our own experience living in today’s Rome?

Expectations

We expect that you will:

* attend all lectures and field trips;
* complete assignments thoughtfully;
* actively participate in discussions in class and the field; and
* demonstrate respect for faculty, staff, and fellow students.
Required Texts

Weekly reading is assigned from each of the following books – you are expected to do those readings in the week for which they are assigned (or before!), and the assigned readings may form part of the subject matter for the quiz given on the following Monday.


A decent map of Rome. This can be digital (Ulmon’s Rome app isn’t supposed to use your data), laminated, annotated with bus maps, etc. The StreetWise map is a good choice. Whatever you choose, be sure to bring it with you to Rome so you can make your way around the city as soon as you touch down.

Summary of Assignments

<table>
<thead>
<tr>
<th>Title</th>
<th>Value</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>15%</td>
<td>N/A</td>
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<tr>
<td>Weekly Quizzes</td>
<td>10%</td>
<td>N/A</td>
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<tr>
<td>Epigraphy Project</td>
<td>15%</td>
<td>Oct. 6</td>
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<tr>
<td>Sitecast OR Illustrated Text</td>
<td>10%</td>
<td>Nov. 11, Nov. 22</td>
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<tr>
<td>Individual Site Report</td>
<td>15%</td>
<td>Dates vary</td>
</tr>
<tr>
<td>Campania Society Project</td>
<td>5%</td>
<td>Nov. 20</td>
</tr>
<tr>
<td>What Comes Next Editorial</td>
<td>5%</td>
<td>Dec. 4</td>
</tr>
<tr>
<td>Final Examination</td>
<td>25%</td>
<td>Dec. 14, Dec. 15</td>
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Preliminary Descriptions of Assignments

*NB: Assignment Sheets will be distributed for each project.*

Attendance and Participation

“Attendance and participation” entails being physically AND mentally present each day for our in-class lectures/activities and our on-site visits. Please devote your full attention to every classroom setting, and be prepared to lend a hand regularly in small group work, impromptu Socratic dialogues, and the like. That’s where the “participation” comes in. How engaged are you with the material? How often do you ask questions, volunteer information, share observations, etc.? Please show that you are well-prepared and ready to learn. There’s no
doubt, even as our surroundings are superb, that annoyances can pop up and days can get long. So, we’ll work in regular breaks to rest our eyes, legs, and brains. However, a consistent pattern of absence, turning up late, staring into space, chatting to friends, texting, photographing flowers, petting cats, and the like will have an adverse effect on your attendance and participation grade.

Weekly Quizzes

Beginning in the second week, we will have a brief weekly quiz on the previous week’s material, which will be administered immediately after lunch on Monday. The quizzes include questions on information delivered in lecture, on-site, and in the required readings. Question formats include, but are not limited to, true/false, multiple choice, written IDs, and picture IDs. At the end of the semester, your lowest quiz grade will be dropped, so one bad performance should not unduly damage your overall grade for the course.

Epigraphy Project

Early in the term, you will “adopt” an ancient inscription that you encounter somewhere in Rome, and it will form the basis for a short research project. You will produce a transcription, translation, and short commentary on some aspect of the inscription. Though your inscription may touch on almost any aspect of antiquity, epigraphic evidence is especially valuable for revealing the experiences of people beyond our standard literary and historical texts.

Sitecast OR Illustrated Text (Choose one of these two options.)

1. There are so many cool ancient things in Rome that we can’t shoehorn into our semester, and the “sitecast” assignment attempts to get you and your classmates to several of them. You will select one monument in Rome from a list, visit it, conduct some research, and then write and record a short audio piece. Think of it as an audioguide for a publicly visible monument.
2. The “illustrated text” flips the script on the sitecast. It asks you to choose a short ancient text about Roman life, to record a translation of it, and then to create a video piece to accompany it. You should think not only of literal illustration of the text’s details, but also about how the images you select and your presentation of them can be evocative of the text’s spirit.

Individual Site Report

You will prepare and deliver a 12-minute on-site presentation. Report topics cover a wide variety of issues and themes, and encompass artworks, structures, and other pertinent phenomena from the Greco-Roman world. Topics are assigned on a first-come, first-served basis, so if you really want a particular topic, act fast! Please see the On-Site Presentation Grading Rubric for a list of topics, more specific instructions, and suggestions.

Campania Society Project
On the first day of the Campania trip, you will be given a particular social persona, such as a *paterfamilias*, an orphan, or an itinerant actor. Your job during the week will be to pay attention to the spaces, people, and opportunities that your persona experiences (or does not experience). Then, in consultation with ancient sources, compose a creative reflection on your time embodying this social profile.

*What Comes Next Editorial*

Each generation and century reacts to, builds on, or destroys the Rome that it inherits. Your task is to write a newspaper editorial in which you address one of several possible dilemmas that confronts today’s Rome and Italy: which elements of the Fascist city to retain, what to do with the Colosseum, whether excavation should continue at the Villa of the Papyri outside Herculaneum, or how to resolve tourist overcrowding at certain sites and museums.

*Final Examination*

The final exam will consist of several parts: identification and discussion of monuments and artworks from a list given before the exam; short essays that address pairs of monuments or artworks; oral discussion of “unknown” artworks/monuments that we have not addressed at length in the course of the term; and a reflective essay comparing your experience of Rome with a modern portrayal of the city (*Paolo Sorrentino’s La Grande Bellezza*, *Federico Fellini’s Roma*, or *Anthony Bourdain’s* Rome episode of *Parts Unknown*).

*Itinerary and Reading Assignments*

NB 1: Italy is full of surprises, both positive and negative, so we are bound to stumble into causes for jubilation and adventure on the one hand, and to be surprised by unexpected closures, downpours, and strikes on the other hand. As a result, the following list is likely to change and be tweaked. A full schedule for each week will be available on the preceding Friday; it will give the most up-to-date version of our plan for the week’s readings, site visits, activities, etc.

NB 2: The readings are meant to ground you in the basics of our themes and time period for the week. Please make your best effort to complete the reading by the day of the week for which it is listed. During the week, we will be working on the assumption that you have completed it, and the success of many of our activities hinges on your careful work. The reading is also fair game for the weekly quiz on the following Monday.

NB 3: For Aicher and Shelton, the numbers listed refer to the pages you should read, not the entry number within the book. Basically, we are assigning the entries for the sites we will visit, but it is often helpful to read the introductions for the monuments as well.

*Preamble (Sept 2-3)*

Reading:  
D. Sedaris, “Picka Pocketoni”  
S. Vowell, “A Whiter Shade of Pale”

4
Sa 2  Tours of the Centro neighborhood: 3pm (MH), 5pm (JH)
Su 3  Tours of the Centro neighborhood: 3pm (MB), 5pm (SS)

Week One: *A Palimpsestic City of People (Sept 4-8)*

Reading for Monday:

Reading for Tuesday:

Aicher 2-25.

Reading for Thursday:
Shelton 337-345.
Livy, Selections from *Ab Urbe Condita* 1.

M 4  Classes Begin
Orientation to the Centro
Intro to the Course (all)
Epigraphy Exercise (all)
The City as Text: Topography of Rome (JH)
Obelisk project introduction (SS)
Sources for Roman Topography (JH)
Greek and Latin classes have brief organizational meetings in afternoon (3:45, 4:15)

Tu 5  AM: Thematic Introduction: Baths of Diocletian, Pomerium, Epigraphic Museum, Prehistoric Italy (JH)
PM: Obelisk project, photo contest

W 6  Orientation to American Academy in Rome, Part I (9am)
Obelisk Presentations, photo contest exhibition
Lecture by Allan Ceen, Studium Urbis (4pm)

Th 7  San Clemente (JH); Circus Maximus (MB); Livy discussion (SS); Sant’Omobono (MH); Tiber Island (JH)
Themes: Romes we see and those we don’t; building materials and techniques; foundation myths and reality
Greek and Latin classes meet in earnest

F 8  Sign-up for site report topic by this date

Week Two: *Greeks, Etruscans, and Earliest Rome (Sept. 11-15)*

Reading for Monday:
Boatwright, Gargola, and Talbert (*hereafter BGT*) 1-23.
A. Slayman and M. Merola, “Fact or Fiction? Debate Over the Origins of Rome” *Archaeology* 60.4 (July/August 2007).
Reading for Tuesday:

Reading for Thursday:

M 11 Parco della Musica
Themes: Week 1 reprise; Roman villa and museum presentation (SS); Greek vase painting and the material culture of artifacts (JH); Greece and Italy in the 8th-5th c. BCE (JH); Foundations of Rome discussion (SS)

Tu 12 Tarquinia Museum; Tarquinia, Monterozzi necropolis; Cerveteri, Banditaccia necropolis
Primary Artworks and Themes: Introduction to the Etruscans, their culture, and their language, Etruscans and Greeks activity (JH, SS); Etruscan culture and funerary decoration (all)

W 13 Orientation to American Academy in Rome, Part II (4pm)

Th 14 Capitoline Museums
Primary Artworks and Monuments: Capitoline Hill and Augury (JH); Temple of Jupiter Optimus Maximus (JH); Sant’Omobono pedimental sculpture (MH); Capitoline Wolf (MH); Triumphant fasti (MH); “Brutus” (MH); Earliest Forum Romanum (JH, SS); Lapidarium and epigraphical practice (MB, MH); Dying Gaul (SS)

Week Three: The Republic (Sept. 18-22)

Reading for Monday:

Reading for Tuesday:
D. Macaulay, City: A Story of Roman Planning and Construction (1983) [to be perused in the Centro library or on the bus en route to Alba Fucens]

Reading for Thursday:
Aicher 76-77 (21.3), 294-295.

M 18 The Roman Triumph and the History of the Roman Republic
Primary Sites and Themes: Largo Argentina; aristocratic competition, identity, and remembrance in the Republic (JH); Theater and Portico of Pompey (JH, SS); Caesar’s assassination (MB); S. Nicola in Carceri (JH); Temple of...
Portunus/Fortuna Virilis and Roman religious architecture (JH); Round Temple (ST)  
Tu 19  Alba Fucens and Praeneste  
   Primary Sites and Themes: Roman expansion and colonization in Italy (JH);  
   Establishing a Roman colony, Alba Fucens (JH); History of Praeneste, Italy  
   and the Mediterranean (MB); Sanctuary of Fortuna Primigenia (JH); Roman  
   religion exercise (JH, SS); Nile mosaic (ST)  
Th 21  Pyramid of Cestius (ST); Centrale Montemartini  
   Primary Artworks and Themes: Roman portraiture (JH); Via Statilia relief (SS);  
   Slavery discussion (JH, SS); Freedmen reliefs and self-presentation (JH);  
   Fabius/Fannius fresco (MH); Funerary monuments of boy poet, cobbler (SS);  
   Arieti tomb (MB); Temple of Apollo Sosianus sculpture (JH); Museum studies  
   exercise  
F 22  Inscription for Epigraphy Project must be selected by this date  

*Week Four: Augustus (Sept. 25-29)*  

**Reading for Monday:**  
BGT 160-192.  
D. Favro, “A Walk Through Republican Rome, 52 BC,” in *The Urban Image of  

**Reading for Tuesday:**  
*Res Gestae Divi Augusti*  
P. Zanker, “The Augustan Program of Cultural Renewal,” in *The Power of  
   Watch trailer for *Il Capo*  
   (https://www.youtube.com/watch?v=du9_Kn2y2VA)  

**Reading for Thursday:**  
D. Favro, “A Walk Through Augustan Rome, AD 14,” in *The Urban Image of  

M 25  Forum Romanum and Augustan Palatine  
   Primary Sites and themes: House of Livia (JH); Hut of Romulus (SS); Temples of  
   Magna Mater and Victory (MB); Republican, Sullan, Caesarian, and Augustan  
   Forum Romanum (JH)  
Tu 26  The Augustan Campus Martius  
   Primary Sites and Themes (AM): Favro discussion (all); Mausoleum of Augustus  
   (ST); *Res Gestae* and Augustan history, ideology, and urban reorganization  
   (JH); Ara Pacis (JH, all); Horologium of Augustus (ST)
Primary Sites and Themes (PM): Porticus of Octavia (ST); Temple of Apollo Sosianus (MH); Theater of Marcellus (ST); Forum of Caesar (MB); Temple of Venus Genetrix (ST); Forum of Augustus (JH)

Th 28  Palazzo Massimo
Primary Artworks and Themes: Fasti Praenestini (ST); Augustan numismatics (MH); Hellenistic boxer, Hellenistic ruler, and bronze casting (SS); Augustus as priest, Ostia altar (MB); Hermaphrodite (SS); Nemi shipwreck materials (MH); Portonaccio sarcophagus (MB); Discobolus (JH); Frescoes from Livia’s villa at Prima Porta (ST); Villa Farnesina (JH); Female ideals discussion (SS)

**Week Five: Infrastructure and Julio-Claudians (Oct. 2-6)**

Reading for Monday:
Aicher 25-41.
BGT 193-212.

Reading for Tuesday:
Aicher 171-184, 268 (105.5), 278-281, 293-294.
Shelton 329-337, 348-358.

Reading for Wednesday:
Stanford Monte Polizzo Project, “A Very Brief History of Sicily”

Reading for Thursday:
None (finish epigraphy project)

M 2  Water, Aqueducts, and Nymphae
Primary Sites and Themes: Julio-Claudian history (MH); Porta Maggiore and aqueducts (MH); Tomb of Euryaces (JH); Neo-Pythagorean basilica (?); Neronian aqueduct (MH); Temple of Divine Claudius (MH)

Tu 3  AM: Domus Aurea (MH); Colosseum (JH)
PM: Provisioning the City I
Primary Sites and Themes: Testaccio market (modern); Roman food and drink activity (MB, SS); Monte Testaccio (3pm; JH); Porticus Aemilia (JH); Tiber docks (JH); Pons Fabricius and Roman bridges (ST); Cloaca Maxima (MB)

W 4  Sicily Orientation (4pm)

Th 5  Provisioning the City II: Portus (MH); Isola Sacra (JH, all)

Sa 7  Epigraphy Project due before departure for Sicily
**Week Six: Sicily (Depart Oct. 7; Return Oct. 15)**

Paestum; Reggio Calabria; Taormina; Siracusa; Morgantina; Piazza Armerina; Agrigento; Cave di Cusa; Selinunte; Segesta; Palermo

**Week Seven: Fall Break! (Oct. 16-20)**

**Week Eight: Urban Life from the Bottom up; Rome as Cosmopolis (Oct. 23-27)**

Reading for Monday:
- Selections from Aelius Aristides, *In Praise of Rome*

Reading for Tuesday:
- Shelton 63-65, 68 (toilets), 70-71, 123-141, 162.

Reading for Thursday:

M 23 Janiculum “Syrian sanctuary”; Columbarium in Villa Doria Pamphili; Rome as Cosmopolis discussion (JH); Introduction to Sitecast/Illustrated Text assignment (MB); midterm course evaluations

Tu 24 Ostia Antica

Primary Sites and Themes: Baths of Neptune (JH); Headquarters of the Vigiles (ST); Mithraeum of Felicissimus (ST); Fullery; Theater; Piazzale delle Corporazioni (ST); trade in the empire; museum (MB); insula architecture (JH); the sensational city; forum; latrine and Roman sanitation (ST); Campus of Cybele/Magna Mater (MB); Baths of the Seven Sages (SS); Synagogue (ST)

Th 26 Grand Imperial Buildings

Primary Sites and Themes: Templum Pacis (JH); Forum Transitorium (ST); Forum, Column, and Markets of Trajan (SS); Imperial Forum museum (SS); messages from abroad to a Roman audience

F 27 Sitecast Topic or Illustrated Text must be selected by this date

**Week Nine: The Emperor in (and around) Rome 1 (Oct. 30 - Nov. 3)**

Reading for Monday:
- BGT 220-236.

Reading for Tuesday:

Reading for Thursday:
Aicher 231-240.

**M 30** Musei Capitolini Redux  
Primary Artworks and Themes: Hadrianeum reliefs (ST); Colossal Constantine (JH); Marcus Aurelius reliefs activity (JH); Equestrian statue of Marcus Aurelius (ST); Commodus as Hercules (ST); Flavian lady and female adornment (ST); Imperial portraiture (MH); Tabula Iliaca (MB); Cupid and Psyche (SS)

**Tu 1** Tivoli: Hadrian's Villa; Villa d’Este  
Primary Sites and Themes: Tivoli and the City-Country Symbiosis (JH); Hadrian’s Villa overview (JH); Vestibule, Canopus, and Piazza D’Oro (JH, all); sitecasts of other segments of the villa (all)

**Th 3** Imperial Campus Martius  
Primary Sites and Themes: Piazza Navona (MB); Pantheon (JH); Montecitorio (JH); Hadrianeum (MH); Column of Marcus Aurelius (ST)

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**Week Ten: The Emperor in (and around) Rome 2 (Nov. 6-10)**

Reading for Monday:  
BGT 237-260.  
Aicher 136-147, 149-150, 159-169.

Reading for Tuesday:  
None (work on sitecast/illustrated text or prep for Thursday)

Reading for Thursday:  
Pliny the Younger, *Epistles* 6.16, 6.20  

**M 6** Forum/Palatine Redux  
Primary Sites and Themes: Recap of Imperial History (JH); Temple of Vespasian (JH); Temple of “Romulus” (JH); Basilica Nova (ST); Arch of Titus (ST); Temple of Venus and Roma (MH); imperial palaces (MH); Museo Palatino (MH, SS)

**Tu 7** Musei Vaticani  
Primary Artworks and Themes: Portrait of Livia (ST); so-called Altar of the Vici Magistri (MH); Cancelleria Reliefs (JH); Tomb of the Haterii (SS); Charioteer relief and Omphale (MB); statue of Christ as Good Shepherd (ST); portrait of Augustus from Prima Porta (JH)

**W 8** Lunch at Academy for internship students

**Th 9** Campania Orientation: History of Campania; Eruption; Pompeii premise; Roman urbanism exercise (JH)
Sa 11  Sitecast/Illustrated Text due before departure for Campania

Week Eleven: Campania (Depart Nov. 11; Return Nov. 18)
Terracina; Sperlonga; Minturno; Campi Flegrei; Baia; Cuma; Napoli; Herculaneum; Vesuvius; Pozzuoli; Oplontis; Pompeii; Boscoreale; Capua; Montecassino

Week Twelve: Rome in Decline? (Nov. 20-24)
Reading for Monday:
   BGT 261-270. Aicher 305-313.
Reading for Tuesday:
   Aicher 19-21.
Reading for Thursday:
   Selections from Eusebius, Life of Constantine

M 20  Baths of Diocletian Redux
   Lecture: Rome in the Third Century
   Activity: Sitecasts and Illustrated Texts Peer Review
   Campania Society Project due
Tu 21  The Via Appia and beyond
   Primary Sites and Themes: Baths of Caracalla and Roman bathing exercise (JH);
   Aurelian Wall; Museo delle Mura; Via Appia (SS); Villa and Circus of Maxentius (SS)
W 22  Sitecast/Illustrated Text Assignment Due
Th 23  Arch of Constantine (JH)
   Activity: Sitecasts and Illustrated Texts, Peer Responses

Week Thirteen: Constantine and Catacombs (Nov. 27 - Dec. 1)
Reading for Monday:
   BGT 270-301.
   Shelton 406-417.
   The Martyrdom of Ignatius
   Martyr Act of Polycarp of Smyrna
Reading for Tuesday:
Reading for Thursday:

M 27  
Lectures: Christianity in Rome; Persecutions and martyr acts discussion; Early Christian Rome; S. Giovanni in Laterano; Early Christian sarcophagi activity (JH)

Tu 28  
Early Christian Rome
Primary Sites and Themes: Catacombs of Priscilla; S. Costanza (ST); Sant’Agnese; S. Maria Maggiore; S. Pudenziana (JH)

Th 30  
Rome between Constantine and Byzantium: Portico of the Dei Consentes and the “Pagan Resistance” (JH); SS. Cosma e Damiano (JH); Small groups visit S. Cecilia (MB); SS. Giovanni e Paolo (SS); S. Martino ai Monti (MH); S. Maria in Cosmedin (JH); Possible re-convening at S. Sabina

*Week Fourteen: Remembrances of Rome (Dec. 4-8)*

Reading for Monday:
Aicher 175, 251-255.
Pilgrimage narratives

Reading for Tuesday:

Reading for Thursday:

M 4  
Mausoleum of Hadrian (SS); Pilgrimage past and present
Discussion (SS)
Vatican Scavi (11, 11:15, and 11:30 appointments)
What Comes Next Editorial Due

Tu 5  
Fascism and Rome
AM: EUR (MB)
PM: Fascist Rome Project: Stazione Ostiense, Via Marmorata Post Office; Porta Maggiore, Termini; Stadio dei Marmi, Foro Italico, and Stadio Olimpico; INA Building, Via dei Fori Imperiali; Piazza Augusto Imperatore

Th 7  
Cinecittà, sets of HBO/BBC’s *Rome* and other productions
Parco degli Acquedotti (MH)

*Week Fifteen: Final Exams (Dec. 11-15)*

M 11  
Intermediate and Advanced Greek Exams

Tu 12  
Intermediate and Advanced Latin Exams

W 13  
Art History (am), Italian (pm) Exams

Th 14  
Oral Exam for City Course
F 15  Written Exam for City Course

The Fine Print

Comportment

Students are expected to be present for all aspects of this course except when they are ill. If you miss a field trip or other meeting of this course for any reason, including illness, you must inform the Professor-in-Charge before the trip departs or the course meeting takes place.

Students should avoid demonstrating fecklessness, a lack of attentiveness, and a propensity for disturbing the learning of others. Also, be respectful of cultural material. Looking the part and appearing serious helps get us access to special stuff.

Framed more positively, do good work for yourself and your classmates; make the most out of the potentially terrific experience afforded to you in Rome.

Students with Disabilities

The faculty is committed to providing assistance to help all students succeed in this course. Students with documented disabilities should speak to the Professor-in-Charge early in the semester to discuss accommodations so an appropriate plan of action (such as extended time on quizzes and the exam) can be designed.

Academic Integrity

Academic honesty is expected of and required from each student. While you are encouraged to meet in pairs or small groups to discuss the course material and assignments, the work you turn in (quizzes, exam, projects, etc.) must be your own.

Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to: cheating, plagiarizing, fabricating information, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions ranging from a lower grade on the particular assignment to failure of the course, at the discretion of the Professor-in-Charge. If you have any questions about what constitutes academic dishonesty for the purposes of this course, please ask them.

Media Policy

Please don’t let your cell phone be a distraction during class time. Texting vel sim is not permitted at any time. Laptops and tablets may be used, but only for taking notes. Please be attentive and respectful.