

## **AHIS 322**

### **ROMAN ART AND ARCHAEOLOGY**

Henry Colburn  
[hcolburn@usc.edu](mailto:hcolburn@usc.edu)

Mon, Wed 2:00-3:50, VKC 257

This course is an introduction to the Roman world by way of its material culture. From its origins as small city in central Italy it became one of the largest political entities in the ancient world; in its heyday the Roman Empire controlled territory stretching from modern Iraq to Scotland. But the Romans were not only soldiers and administrators; they were also skilled architects, ingenious engineers, and artists of great creativity. The material remains of Roman civilization are an invaluable source of evidence for understanding both Roman thought and the nature of everyday life in the empire. They are also crucially important for understanding the diversity of the Roman world. This course examines Roman art and archaeology from prehistory to Late Antiquity, with a view towards elucidating the culture, society and economy of the Romans. It is designed for students without any background in classics, art history or archaeology.

#### **Goals**

The goal of this course is for students to learn the following:

- The major sites and artifacts of the ancient Roman world, from the early first millennium BCE to the reign of Constantine;
- How these sites and artifacts contribute to our understanding of the history and culture of the ancient Romans;
- To analyze different types of material evidence, including ceramics, architecture, inscriptions, and coins, and to use them to address research questions;
- To distinguish between interpretations of evidence and the evidence itself;
- How scholars write about ancient art and archaeology;
- Basic strategies and principles of museum exhibition;
- The ability to present information and ideas orally and in writing to a scholarly audience.

#### **Books**

##### Textbook

F. S. Kleiner, *A History of Roman Art* (2<sup>nd</sup> edn., Cengage Learning, 2018)  
**\*\*Abbreviated 'Kleiner'\*\***

Sources of Additional Reading (available on Blackboard)

G. Forsythe, *A Critical History of Early Rome: From Prehistory to the First Punic War* (University of California Press, 2005)

**\*\*Abbreviated 'Forsythe'\*\***

W. E. Metcalf (ed.), *The Oxford Handbook of Greek and Roman Coinage* (Oxford University Press, 2012)

**\*\*Abbreviated 'OHGRC'\*\***

#### Additional Bibliography (for reference only)

O. J. Brendel, *Prolegomena to the Study of Roman Art* (Yale University Press, 1979)

O. J. Brendel, *Etruscan Art* (Yale University Press, 1995)

A. Böethius, *Etruscan and Early Roman Architecture* (Yale University Press, 1992)

J. Coulson and H. Dodge (eds.), *Ancient Rome: The Archaeology of the Eternal City* (Oxford University School of Archaeology, 2000)

K. M. D. Dunbabin, *Mosaics of the Greek and Roman World* (Cambridge University Press, 2001)

J. D. Evans (ed.), *A Companion to the Archaeology of the Roman Republic* (Wiley-Blackwell, 2013)

D. E. E. Kleiner, *Roman Sculpture* (Yale University Press, 1994)

R. Ling, *Roman Painting* (Cambridge University Press, 1991)

C. Marconi (ed.), *The Oxford Handbook of Greek and Roman Art and Architecture* (Oxford University Press, 2015)

J. T. Peña, *Roman Pottery in the Archaeological Record* (Cambridge University Press, 2011)

J. J. Pollitt, *The Art of Rome, c. 753 B.C. – A.D. 337: Sources and Documents* (Cambridge University Press, 1983)

T. W. Potter, *Roman Italy* (University of California Press, 1987)

D. Strong, *Roman Art* (Yale University Press, 1995)

J. B. Ward-Perkins, *Roman Imperial Architecture* (Yale University Press, 1992)

### **Assessment**

#### Participation (10%)

Students are expected to participate intelligently in class as much as possible. Exceptions will be made only in the event of religious observance, a commitment to an athletic team, or sickness; all such absences must be accompanied by suitable documentation. Even excused absences will make it difficult to properly internalize this material and students who miss class the least have the best expectation of succeeding in this class.

#### Quizzes (2.5% each, for a total of 10%)

There will be four quizzes throughout the term: two map quizzes and two quizzes on terms discussed in previous classes. These quizzes will serve as practice for the final exam.

#### Object Commentaries (10% each, for a total of 20%)

Students will write two short commentaries (600-800 words in length), each discussing and contextualizing a single object or monument from class. These commentaries should describe the chosen object, and explain its historical significance. Any object or monument marked with an asterisk (\*) in the course slides is eligible for this assignment. Further instructions will be provided in class.

#### Long Paper (20%)

For the long paper (2000-3000 words), students will design a small exhibition of ancient art that addresses a specific theme of your choice (I will provide suggestions in class). Your paper will include the following elements: 1.) description of your chosen theme; 2.) description (including physical characteristics, dates, and provenance if known) and discussion at least of five objects (either from class or from major museum collections – I will provide links) that you would include in your exhibition; 3.) floor plan of your gallery, indicating where each object would be displayed; 4.) a discussion of how your chosen objects and their mode of display will teach museumgoers about your theme. Further instructions will be provided in class.

#### Exams (20% each, for a total of 40%)

Blue books are required for the exams. The exams will consist of definitions, identifications, and short essays. The definitions will be of key terms, including names, which have discussed in class or have appeared in the reading assignments. The identifications will be drawn from the lectures. Students will be expected to identify the author or creator, the date (to the century), the medium or type of object, and also to comment briefly on its historical significance. The essay questions will address major topics examined in class, and will spell out exactly what material to cover. The exams are non-cumulative.

Alternate exams will only be available in the event of a DOCUMENTED emergency. Since I am both the instructor and the teaching assistant for this course, I have relatively little time outside of our class periods. Therefore I highly recommend that you do your utmost to make it to the exams; I cannot promise you will be able to make them up if you miss them.

#### Grading Policy

I will not normally change grades after the fact, save in cases of calculation errors. It is your responsibility to maintain your grade average at the level you desire. In exceptional cases I will consider offering an extra credit assignment, but poor performance in class does NOT constitute an exceptional case. If you are at all concerned about your grades in this course please come see me in office hours as soon as possible.

This is a humanities class, which means that there is not necessarily a single set of ‘right answers.’ If you receive a B or lower on an assignment or exam, I may be able to tell you where you went wrong (and will be happy to do so in office hours). If you receive an A, however, I it unlikely I will be able to tell you how you could have done better. I will, however, be willing to answer specific questions.

#### **Office Hours**

I will hold office hours in **Taper Hall 324** on Mondays from 1:00 to 2:00 and Thursdays from 2:00 to 3:00. Office hours are subject to change! Please do not try to ask me questions after section, because I will need to go to my next section (or to my office hours). Instead, please come to office hours, where I will be happy to answer your questions as best I can.

### **Email Policy**

Students are welcome to contact me using the email address given on the first page. To make this process more efficient students should put the course number (AHIS 201) in the subject line. Students should allow up to twenty-four hours for a response, though normally they should have one within eight. Students should not expect responses in under three hours, at night, or on weekends.

Please always include a greeting of some kind in your email – even ‘Howdy,’ ‘Hey hey,’ or ‘Cowabunga’ is sufficient. It is extremely rude not to greet your correspondent, and I will not reply to emails that lack a greeting.

### **Accommodations**

All students with documented disabilities will be accommodated to the best extent possible. Please inform me as early as possible, by email or during office hours, if you believe you will require some form of special accommodation. I cannot guarantee requests made on short notice or those without appropriate supporting materials, though I shall do my best to provide all students with what they need to succeed.

**IT IS YOUR RESPONSIBILITY TO INFORM ME OF ANY ACCOMMODATIONS YOU MAY REQUIRE. YOU MUST INFORM ME OF YOUR NEED AT LEAST TWO WEEKS PRIOR TO THE DEADLINE OR EVENT IN QUESTION. YOU ALSO MUST PROVIDE ME WITH DOCUMENTATION OF YOUR ACCOMMODATION.**

### **Lizard Policy**

Any lizard brought to lecture or section **MUST** weigh at least 50 lbs. Smaller lizards will not be permitted and will adversely affect your grade for the course. Come see me in office hours if any aspect of this policy strikes you as odd.

### **Schedule of Classes, Assignments and Quizzes**

The class meets on Mondays and Wednesdays from 2:00 to 3:50 PM in the **Von KleinSmid Center 257**. Reading assignments are listed under the class by which they should be completed. Other than those from Kleiner, all readings will be posted on Blackboard. **This schedule is subject to change!**

Mon 1/8: Introduction

Wed 1/10: Sources and Methods

*Reading Assignment*

- M. Crawford, "The Sources," in *The Roman Republic* (Harvard University Press, 1993), 5-16
- C. Wells, "The Sources," in *The Roman Empire* (Stanford University Press, 1984), 33-52

Mon 1/15: Martin Luther King Day – No class!

### Unit One: Italy before the Romans

Wed 1/17: The Bronze and Early Iron Ages

*Reading Assignment*

- Kleiner 1-7
- Forsythe 7-36, 41-46, 51-58

Mon 1/22: The Etruscans

#### **Quiz 1**

*Reading Assignment*

- Kleiner 7-27
- Forsythe 36-41, 46-51

Wed 1/24: The Founding of Rome

*Reading Assignment*

- Livy 1.3-9
- Forsythe 78-108

### Unit Two: From Republic to Empire

Mon 1/29: Early Rome

*Reading Assignment*

- Kleiner 29-43

Wed 1/31: Roman Towns

*Reading Assignment*

- Kleiner 44-57

Mon 2/5: No class today!

Wed 2/7: Houses on the Bay of Naples

#### **Object Commentary 1 due**

*Reading Assignment*

- Kleiner 59-73

Mon 2/12: Republican Coinage

*Reading Assignment*

- *OHGRC* 315-34

Wed 2/14: The End of the Republic

**Quiz 2**

*Reading Assignment*

- Kleiner 74-87
- S. Nodelman, "How to read a Roman portrait," *Art in America* (1975), 26-33

Mon 2/19: President's Day – No class!

Wed 2/21: Augustus

*Reading Assignment*

- *Res Gestae Divi Augusti*
- Kleiner 88-105

Mon 2/26: Life and Death in the Roman World

*Reading Assignment*

- Kleiner 107-31

**Wed 2/28: MIDTERM EXAM**

Unit Three: The Early Empire

Mon 3/5: The Julio-Claudian Dynasty

*Reading Assignment*

- Kleiner 133-49

Wed 3/7: The Flavians

*Reading Assignment*

- Kleiner 151-67

3/11-3/18: Spring Break

Mon 3/19: Pompeii and Herculaneum

**Object Commentary 2 due**

*Reading Assignment*

- Pliny the Younger, *Letters* 6.16, 6.20
- Kleiner 169-81

Wed 3/21: Trajan

**Quiz 3**

*Reading Assignment*

- Kleiner 183-99

Mon 3/26: Hadrian and the Antonines

*Reading Assignment*

- Kleiner 201-33

Wed 3/28: Life in Ostia

*Reading Assignment*

- Kleiner 235-47
- D. J. Mattingly and G. S. Aldrete, "The Feeding of Imperial Rome," in Coulson and Dodge, *Ancient Rome*, 143-65

Mon 4/2: Coinage in the Provinces

*Reading Assignment*

- *OHGRC* 391-404, 468-84

Wed 4/4: Commemorating the Dead

*Reading Assignment*

- Kleiner 249-61
- A. E. Haeckl, "Brothers or lovers? A new reading of the 'Tondo of the Two Brothers,'" *Bulletin of the American Society of Papyrologists* 38 (2001), 63-78

#### Unit Four: The Later Empire

Mon 4/9: The Severan Dynasty

*Reading Assignment*

- Kleiner 263-77

Wed 4/11: Dura-Europos

#### **Quiz 4**

*Reading Assignment*

- Kleiner 289-93
- C. Hopkins, "The siege of Dura," *Classical Journal* 42 (1947), 251-9
- J. A. Baird, "The houses of Dura-Europos: archaeology, archive, and assemblage," in L. Brody and G. Hoffman (eds.), *Dura-Europos: Crossroads of Antiquity* (McMullen Museum of Art, 2011), 235-50

Mon 4/16: Palmyra

*Reading Assignment*

- M. K. Heyn, "Gesture and identity in the funerary art of Palmyra," *American Journal of Archaeology* 114 (2010), 631-61

Wed 4/18: The Soldier Emperors

*Reading Assignment*

- Kleiner 295-309

Mon 4/23: Diocletian and the Tetrarchy

*Reading Assignment*

- Kleiner 311-21

Wed 4/25: Constantine

**Long Paper due**

*Reading Assignment*

- Kleiner 323-39

Mon 5/7, 2:00-4:00

**FINAL EXAM**

**Statement on Academic Conduct and Support Systems**

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>

Support Systems

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

*Bias Assessment Response and Support*



Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

*Student Support and Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.*

Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)