



AH/CL/HS 252 THE LAST DAYS OF POMPEII

IES Abroad Rome

DESCRIPTION:

The eruption of Mount Vesuvius in 79 A.D. spelled death and destruction for many of the inhabited areas of the Bay of Naples with an explosive force that also bred unique freeze-frames of ancient Roman life and practices in famous locations such as Pompeii, Herculaneum, Oplontis and Stabiae. This course traces these cities' urban development, their fateful ruin, and their ultimate rediscovery. It places special emphasis on the contribution that these archaeological sites make to our understanding of society in antiquity, as they provide contexts for both the public and private domains. In addition to city infrastructure and architectural typologies – private villas, civic buildings, temples, shops – and related decorative programs in the form of sculpture, painting and mosaics, the course also examines smaller objects of everyday use that afford further insight into the fascinating lives of Pompeii's inhabitants.

CREDITS: 3 credits

CONTACT HOURS: 45

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: \$200.00

METHOD OF PRESENTATION:

- Lectures
- Visual presentations
- Course-related trips to archaeological sites, monuments and museums
- Student presentations
- Moodle

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation (10%)
- Mid-term exam (20%)
- Oral presentation (15%)
- Research paper (25%)
- Final exam (30%)

*Details of required work:

Format of the exam: Both midterm and final exams are composed of different sections which are true/false answers, multiple choice, matching words, picture identification and short essays.

Presentation: The topic of the presentation is chosen with the professor, it could be a monument, an archaeological site or a specific theme.

Report: research paper of 8/10 pages based on the topic of the presentation.

Grading Rubric for student participation:

A	Excellent participation The student's contributions reflect an active reading of the assigned bibliography. Skillfully synthesizes the main ideas of the readings and raises questions about the applications and implications of the material. Demonstrates, through questions and comments, that he or she has been capable of relating the main ideas in the readings to the other information discussed in the course, and with his or her own life experience. The
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	student makes informed judgments about the readings and other ideas discussed in class, providing evidence and reasons. He/she respectfully states his/her reactions about other classmates' opinions, and is capable of contributing to the inquiry spiral with other questions. The student gets fully involved in the completion of the class activities.
B	Very good participation The student's contributions show that the assigned materials are usually read. Most of the time the main ideas are identified, even though sometimes it seems that applications and implications of the information read were not properly reflected upon. The student is able to construct over others' contributions, but sometimes seems to interrupt the shared construction to go over tangents. He/she is respectful of others' ideas. Regularly involved in the activities but occasionally loses concentration or energy.
C	Regular participation The participant evidences a regular reading of the bibliography, but in a superficial way. He/she tries to construct over others' ideas, but commonly provides comments that indicate lack of preparation about the material. Frequently, contributions are shallow or unarticulated with the discussion in hand.
F	Insufficient participation Consistently, the participant reads in a shallow way or does not read at all. Does not participate in an informed way, and shows lack of interest in constructing over others' ideas.

LEARNING OUTCOMES:

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

- Evaluate the process of Romanization in areas previously occupied by indigenous and Greek populations;
- Identify the different urban features of a Roman city;
- Link historical events to relevant sites, topography and monuments of the Bay of Naples;
- Piece together a detailed overview of the political and religious organization of Roman society and identify its reflection in the urban fabric;
- Appreciate in detail aspects of daily life in ancient Roman cities in both the public and private spheres;
- Recognize the interrelationships between Roman art and architecture and political propaganda;
- Appreciate methods and techniques used in the production of Roman works of art;
- Assess the manner in which archaeological evidence contributes to the understanding of ancient civilizations;
- Use primary and secondary sources encompassing the broad area of studies pertaining to Roman society and its visual art; and
- Continue further research in ancient Roman studies.

ATTENDANCE POLICY:

Attendance is mandatory for all IES classes, including field studies. If a student misses more than two classes in this course, 2 percentage points will be deducted from the final grade for every additional absence. It is the student's responsibility to remember to sign the attendance sheet given by the instructor every time both in class and on field studies. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical emergencies or family emergencies. IES will only consider extreme emergency cases and will strictly adhere to this policy.

CONTENT:

Week	Content	Assignments
Week 1	Lost and Found	
Session 1	The eruption of Mount Vesuvius	
Session 2	The rediscovery of an urban jewel	<u>Reading assignments:</u>

		- Dobbins and Foss, <i>The World of Pompeii</i>. pp.38-62, 607-619. - Berry, <i>The Complete Pompeii</i>. pp.1-28.
Week 2	From Samnite to Roman city	
Session 1	Origins of Pompeii	
Session 2	Urban takeover and development	<u>Reading assignments:</u> - Dobbins and Foss, <i>The World of Pompeii</i>. pp.9-27. - Beard, <i>The Fires of Vesuvius</i>. pp.1-26 . - Zanker, <i>Pompeii Public and Private Life</i>. pp. 27-134.
Week 3	The nuts and bolts of a city: Pompeii's infrastructure	
Session 1	City walls, gates and the water supply	
Session 2	streets and neighborhoods; the forum and its buildings	<u>Reading assignments:</u> - Dobbins and Foss, <i>The World of Pompeii</i>. pp.98-113, 119-183, 257-268. - Beard, <i>The Fires of Vesuvius</i>. pp.26-52.
Week 4	The masters of Pompeii	
Session 1	Political and social organization	
Session 2	Religion and the city	<u>Reading assignments:</u> - Dobbins and Foss, <i>The World of Pompeii</i>. pp.518-549. - Beard, <i>The Fires of Vesuvius</i>. pp.188-215, 276-308.
Week 5	Earning a living	
Session 1	Roman economy and city trade	
Session 2	Country life and agricultural production	<u>Reading assignments:</u> - Dobbins and Foss, <i>The World of Pompeii</i>. pp.457-486. - Beard, <i>The Fires of Vesuvius</i>. pp.152-187.

Week 6		
Session 1	Review	
Session 2	Midterm Exam	
Week 7	<i>Mens sana in corpore sano</i>	
Session 1	Roman bathing facilities, Taverns and Inns	
Session 2	Course-related trip: Palazzo Valentini.	<u>Reading assignments:</u> • Beard, <i>The Fires of Vesuvius</i>. pp.216-277. • Dobbins and Foss, <i>The World of Pompeii</i>. pp.212-256.
Week 8	Home Sweet Home	
Session 1	Roman houses and villas	
Session 2	The social structure within the Roman household	<u>Reading assignments:</u> • Wallace-Hadrill, <i>Houses and Society in Pompeii and Herculaneum</i>. pp. 3-61 and 175-186. • Dobbins and Foss, <i>The World of Pompeii</i>. pp.269-278. • Zanker, pp. 135-203.
Week 9	<i>"Painting represents subjects which exist or may exist..."</i>	
Session 1	Domestic decoration: the four Roman styles	<u>Reading assignments:</u> • Beard, <i>The Fires of Vesuvius</i>. pp. 81-151. • Dobbins and Foss, <i>The World of Pompeii</i>. pp.292-346.
Session 2	Course-related trip, visit to fresco painting lab.	
Week 10	Walking on stone	
Session 1	Mosaics and art decoration	
Session 2	Course-related trip, mosaic lab.	<u>Reading assignments:</u> • Adam, <i>Roman Building</i>. pp.471-490.
Week 11	Pompeii's Neighbors	
Session 1	Herculaneum	
Session 2	Stabiae and Oplontis	<u>Reading assignments:</u> • Dobbins and Foss, <i>The World of Pompeii</i>. pp.421-454.

		• Zarmakoupi, The Villa of the Papyri at Herculaneum. pp. 29-85. • Guzzo et al., Otium ludens. pp. 13-38, 69-79, 89-94. • Hales, Pompeii in the Public Imagination. pp.367-379. • Bergmann, Art and Nature in the Villa at Oplontis. pp.87-120.
Week 12	Antiquity rediscovered	
Session 1	The last days of Pompeii and the legacy of Pompeii.	
Session 2	Course-related trip, Palazzo Massimo. Course-related trip: Trip to Pompeii, Herculaneum, Stabiae, Oplontis and the National Archaeological Museum in Naples.	<u>Reading assignments:</u> • Hales, <i>Pompeii in the Public Imagination</i>. pp.76-89.
Week 13	Review Session and Final Exam	

COURSE-RELATED TRIPS:

A three-day excursion to Pompeii is scheduled for Week 12, and will include visits to the neighbouring cities of Herculaneum, Stabiae and Oplontis - as well as the National Archaeological Museum of Naples, which exhibits artifacts and works of art from excavations at these sites. All visits to archaeological sites, monuments and museums will detail with the thematic approach to the subject matter examined in the classroom.

REQUIRED READINGS:

Course Textbook:

- Beard, Mary. *The Fires of Vesuvius. Pompeii Lost and Found* (Cambridge: Harvard University Press, 2008). (available also as Kindle edition).

Additional Readings:

- Adam, J.P. *Roman Building: Materials & Techniques* (London: Routledge, 1994).
- Berry, Joanne. *The Complete Pompeii*, (London: Thames and Hudson Ltd, 2007).
- Dobbins J.J. and W. Foss (eds.). *The World of Pompeii* (London: Routledge, 2007).
- Hales S. and J. Paul (eds.). *Pompeii in the Public Imagination from its Rediscovery to Today, Classical Presences* (Oxford: Oxford University Press, 2011).
- Guzzo P.G. et al. *Otium ludens: Stabiae, at the heart of the Roman Empire*. (Castelmare di Stabia: Nicola Longobardi Editore, 2009).
- Lazer, Estelle. *Resurrecting Pompeii* (London: Routledge, 2008).
- Wallace-Hadrill, Andrew. *Houses and Society in Pompeii and Herculaneum* (Princeton: Princeton University Press, 1994).
- Zanker, Paul. *Pompeii Public and Private Life* (Cambridge: Harvard University Press, 1998).
- Zarmakoupi, M. *The Villa of the Papyri at Herculaneum: archaeology, reception, and digital reconstruction* (Berlin: Walter de Gruyter, 2010).

RECOMMENDED READINGS:

- Clarke, John. *The Houses of Roman Italy, 100 B.C.-A.D. 250: Ritual, Space, and Decoration* (Berkeley: University of California Press, 1991).

- Clarke, John. *Art in the Lives of Ordinary Romans: Visual Representation and Non-elite Viewers in Italy, 100 B.C.-A.D. 315* (Berkeley: University of California Press, 2006).
- Cooley, Alison E. and M. G. L. Cooley. *Pompeii: A Sourcebook* (London: Routledge, 2004).
- McGinn, T *The Economy of Prostitution in the Roman World: A Study of Social History and the Brothel* (2004).
- Parslow, Christopher C. *Rediscovering Antiquity. Karl Weber and the Excavation of Herculaneum, Pompeii, and Stabiae.* (Cambridge: Cambridge University Press, 1995).