

Pompeii: Roman Culture in Microcosm

ART 265, Fall 2005
Dr. Glenda Swan
Office: Clough 412

T Th 12:30-1:45 p.m.
Phone 843-3140 or Email SwanG@rhodes.edu
Office Hours: MWF 2:30-3:30 p.m. or by appointment

Course Description and Goals

This course will examine the archaeological remains of the city of Pompeii and its environs, which were buried by the eruption of Mt. Vesuvius in 79 C.E. The preservation of this area allows for an unparalleled opportunity to explore how the ancient Romans really lived and, most importantly, how Roman art and architecture was experienced and understood by its contemporary viewers. Students will be evaluated on their understanding of course content as well as their ability to make close observation, use formal analysis and apply critical thinking – in both oral and written formats – within the context of course material.

Required Texts (also on reserve at the library)

Paul Zanker, *Pompeii: Public and Private Life* (Harvard University Press, 1999).
Andrew Wallace-Hadrill, *Houses and Society in Pompeii and Herculaneum* (Princeton University Press, 1996).

Two bluebooks, available at the campus bookstore, will be required for exams.

Evaluation

Class Attendance and Participation: 10%
Midterm (Thursday, October 13th): 30%
Paper (Tuesday, Nov. 15th, with earlier deadlines) and Presentation (to be arranged): 30%
Final Exam (December 10th at 8:30 a.m.): 30%

Grading

All work is evaluated on the grading scale outlined in the Rhodes College Catalogue: A, excellent; B, good; C, satisfactory; D, passing; and F, failure (with pluses and minuses where appropriate). The American Heritage Dictionary definition of “excellent” highlights its rarefied state, defining it as something “of the highest or finest quality; exceptionally good of its kind.” Thus, only a student that demonstrates a real command of the subject, integrating and even extrapolating from the course materials to craft creative and compelling arguments that are articulated and supported in a consistently outstanding manner will earn an A; while excellent students typically dedicate significant time and effort to their coursework, only the *results* of that time and effort are evaluated.

Attendance and Participation

In order for students to make meaningful contributions to class discussion, it is expected that *all assigned readings will be completed in advance* of the week in which they will be addressed, as outlined in the “Weekly Topics and Readings” section. The professor reserves the right to use a variety of methods to evaluate student participation and preparation for class. Such methods include – but are not limited to – unannounced quizzes, in-class exercises, short take-home assignments and/or having a randomly chosen student answer a particular question in class or even lead class discussion; some of these methods may be graded by the professor or fellow students, while others are not

formally graded at all; all are intended to help students prepare for the format and content of the exam. While there is no strictly applied mathematical formula that corresponds to student success in such events, repeated failures clearly demonstrate a lack of meaningful engagement with course material that will be reflected in a student's participation grade.

Of course, students cannot participate in class in any way if they are not present. Therefore, students will be monitored in regard to their *regular and prompt attendance* in class. Because late arrival is so disruptive to a discussion class, any student arriving more than five minutes late to class will be marked late, which will effectively count as half of an absence. Occasionally, a student may find that some compelling need arises that causes them to miss class completely; such matters are at the discretion of the student and the professor requires no explanation. However, missing more than two classes will result in a five-point deduction in the student's final attendance and participation grade, with every additional absence thereafter resulting in an additional one-point deduction.

If the student has a serious illness or other crisis that will cause the student to miss class, it is important to promptly notify the professor and *be prepared to provide written documentation* upon the student's return. If the professor feels that the absences were unavoidable, any missed classes will be considered as *excused* when they are figured into the attendance portion of the final grade.

Ultimately, it is the responsibility of the student to stay current with the course. Students are responsible for all of the lecture and discussion material presented in class, as well as any audio-visual materials shown. However, these are all one-time only events: none of these materials will be repeated. Therefore, if you are absent – even if you absence is “excused” – *you should first contact other students for notes and then reread about that material in the text.* If any of the missed material still remains unclear to you, contact the professor, who will then be pleased to answer any lingering questions.

Late Work and Missed Exams

Any required materials that are *not turned in at the start of the class* for which they are due are immediately *lowered by five points*. Further late materials are lowered by ten points for each day after the due date; no late papers will be accepted more than four days after the original deadline. No electronic submissions of work are accepted.

Make-up exams are given only at the discretion of the professor. In addition to *timely notification*, the professor *may require written documentation* from the student before allowing a student to attend a make-up exam. If the student has a valid, documented excuse that causes them to miss a substantial portion of the course, such as an extended hospital stay, the professor may then decide to remove an exam or paper from the evaluation method of the course, effectively increasing the percentage value of the other course requirements. Incompletes are very rarely allowed.

Computer Use

Several different elements of the course require computer access. Course documents and some required readings are available through the professor's virtual class folder, which is located on the Art Department fileserver on the Rhodes website (consult ITS for information on how to access this on and off campus). Other possible sites include:

- For some Latin concepts and terms, search William Smith's Dictionary of Greek and Roman Antiquities hosted by the LacusCurtius website (<http://penelope.uchicago.edu/Thayer/E/Roman/Texts/secondary/SMIGRA/home.html>)

- The Perseus Project (<http://www.perseus.tufts.edu>)
- The Pompeii Forum Project (<http://pompeii.virginia.edu/pompeii/>)
- The Theatrum Pompei Project (www.theaterofpompey.com/)
- Buried Pompeii (<http://www.pompeisepolta.com/english/home.htm>)
- Links to Pompeii on the Web through the Anglo-American Project in Pompeii (http://www.brad.ac.uk/acad/archsci/field_proj/anampomp/aapp_links.html)
- Biography on Pompeii (<http://www3.uakron.edu/csaa/Pompeii/bibliography.html>)
- Web Links and Bibliography on the Roman House (<http://duke.usask.ca/~porterj/CourseNotes/romhouse.html>)
- FORVM ANTIQVVM, Roman Art and Archaeology (<http://www.sas.upenn.edu/~ekondrat/rome.html>)
- Diotima, Women and Gender in the Ancient World (<http://www.stoa.org/diotima/>)
- “JSTOR Arts and Sciences II Collection” (via the “Knowledge Portal” of the Rhodes College Library as part of the collection of “Online Journals in Licensed Databases”)
- Rhodes Writing Center (<http://www.rhodes.edu/writingcenter/>)
- College Art Association on the Proper Citation of Sources in the Electronic Age (<http://www.collegeart.org/caa/news/2004/March/ProperCitation.html>)

Possible Objectionable Material

This class includes images that contain nudity, violence, and other imagery that may be offensive to some viewers. If you are unwilling to examine and discuss such works in an academic context then you should reconsider enrollment in this course.

Academic Honesty

All work in this course must be completed in accordance with the Honor System at Rhodes College. In keeping with this policy, students are required to sign the Honor Pledge on every exam and paper submitted for this course.

Special Needs

If a student has a documented disability and which to receive academic accommodations, the student should first contact the Office of Student Disability Services (x3994) and then provide the professor with an accommodation form *as soon as possible*.

WEEKLY TOPICS AND READINGS (Subject to Change)

Note that all readings should be completed *before* the class for which they are assigned!

Week One

Thursday, August 25: Introduction to Course

Week Two

- Zanker: Pages 1-25
- Explore the “Unearthing Pompeii” website to learn about contemporary descriptions of the destruction by Pliny, modern analysis of the eruption and the site’s rediscovery in the mid 18th century (<http://www.classics.cam.ac.uk/Everyone/Pompeii/index.html>)

Tuesday, August 30: How to Live – and Die – Like a Pompeian

Thursday, September 1: Understanding the Spaces of Roman Life

Week Three

- Zanker: Pages 27-77
- Know enough *basic* history of early Italy to understand the historical references made in our readings. For example, who were the Italic peoples of Southern Italy and what was the history of their relationship with Rome? What were the Punic Wars and how did they impact Southern Italy? How did the form of the Roman government change over time? Some helpful websites include:
<http://xoomer.virgilio.it/davmonac/sanniti/indexen.html>;
<http://www.wsu.edu:8080/~dee/ROME/ROME.HTM>; and <http://www.roman-empire.net/>.

Tuesday, September 6: Oscan Pompeii

Thursday, September 8: Roman Pompeii

Week Four

- Zanker: Pages 78-133
- Barbara Kellum, “The Spectacle of the Street” in B. Bergmann and C. Kondoleon, eds., *The Art of Ancient Spectacle* (1999) 282-299.
- Skim the evidence gathered by the Pompeii Forum Project regarding the restoration of the Forum after the earthquake of 62 C.E. (<http://pompeii.virginia.edu/pompeii/>)

Tuesday, September 13: Augustan Pompeii

Thursday, September 15: Final Years of Pompeii

Week Five

- Zanker: Pages 135-156
- Wallace-Hadrill: Chapter 1
- Know the name and function of the parts of a roman house (<http://www.roman-empire.net/society/soc-house.html>)

Tuesday, September 20: Origins and Basic Form of a Roman “House”

Thursday September 22 [**PAPER TOPIC DUE**]: Concept of the Roman House

Week Six

- Wallace-Hadrill: Chapter 2
- Penelope Allison, “The Relationship Between Wall-Decoration and Room Type in Pompeian Houses: A Case Study of the Casa della Caccia Antica” *Journal of Roman Archaeology* 5 (1992) 235-49.
- Learn the traditional dates and characteristics of the “Four Styles” of Roman wall painting. Some helpful websites include:
http://www.coco.cc.az.us/apetersen/_ART201/Wall_painting.htm; <http://www.art-and-archaeology.com/roman/painting.html>; and
http://www.metmuseum.org/toah/hd/ropt/hd_ropt.htm

Tuesday, September 27: Navigating the Roman House

Thursday, September 29: Directive Décor

Week Seven

- Wallace-Hadrill: Chapter 3
- Joanne Berry, "Household Artefacts: Towards a Re-Interpretation of Roman Domestic Space" in R. Laurence and A. Wallace-Hadrill, ed., *Domestic Space in the Roman World: Pompeii and Beyond* (1997) 183-195.

Tuesday, October 4: Utilizing the Roman House

Thursday, October 6: Utility and Design

Week Eight

Tuesday, October 11: Review

Thursday, October 13: **MIDTERM**

Week Nine

Thursday, October 20 [**PAPER THESIS DUE**]: Discuss Exam

Week Ten

- Wallace-Hadrill: Chapter 4 and 6

Tuesday, October 25: Exploring Roman Homes

Thursday, October 27: Architecture and Status

Week Eleven

- Wallace-Hadrill: Chapters 5 and 8

Tuesday, November 1: The Roman "Family"

Thursday, November 3 [**PAPER OUTLINE DUE**]: Household Structure

Week Twelve

- Wallace-Hadrill: Chapter 7

- Zanker: Pages 156-203

Tuesday, November 8: Function of Décor

Thursday, November 10: Importance of Décor

Week Thirteen

Tuesday, November 15: **FINAL PAPER DUE** and Student Presentations Begin

Thursday, November 17: More Student Presentations

Week Fourteen

Tuesday, November 22: More Student Presentations

Week Fifteen

Tuesday, November 29: More Student Presentations

Thursday, December 1: More Student Presentations

Week Sixteen

Tuesday, December 6: Finish Student Presentations and, if time allows, Review

FINAL EXAM: December 10th at 8:30 a.m.