

CLAS 51b
Winter 2021
M/W/F 10 – 10:50a
ONLINE Edition

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Office Hours: M 11-12n, Th 9-10a or by appt
<https://ucla.zoom.us/my/romanarcho>

Art and Archaeology of Ancient Rome

An introduction to the art and archaeology of the Roman world from the foundation of the city in the mid-8th century BCE through the rise of Constantine and late antiquity in the 4th century CE. The course explores a variety of visual and material evidence for Roman society and settlement, from the big and the bold to the humble and unassuming: monuments like the Pantheon and the Colosseum; well-known archaeological sites like Pompeii; but also non-elite tombs, coins, ceramics, and trash dumps. Lectures and section discussions contextualize these artifacts in broader socio-historical narratives about Roman politics, societal organization, status negotiations, economic interactions, aesthetic values, and beliefs. Although a major focus of the course will be state art and archaeology, lectures will also bring attention to subaltern voices and lesser known contexts like the domestic sphere and the provinces of the Roman world.

Course Objectives:

- To familiarize you with **major architectural monuments, art works, and archaeological sites** of the Roman world.
- To explain and equip you with **basic historical knowledge of the Roman period** using a material culture forward approach.
- To introduce you to **methods of archaeological study** (survey; excavation; artifactual study) and **art historical study** (including but not limited to stylistic, iconographic, and socio-historical analyses), so as to **hone your skills as a visual historian**.

Lectures:

All lectures will be hosted on **Zoom in real time**, M/W/F from 10 – 10:50a. **Password:** arch
➔ *Connect to these lectures at:* <https://ucla.zoom.us/my/romanarcho>

****Recorded lectures will be posted to CCLE (along with PDFs of the PPT slides) after class****

Please follow this schedule for watching these videos if you can't come to class in real time:

Monday's lectures: before 10a on W

Wednesday's lectures: before your section meeting

Friday's lectures: before 10a on M

Discussion Sections:

Sections in 51b are led by **Graduate Instructors.**

Camille Acosta

Jasmine Akiyama-Kim

Carly Pope

Rachel Wood

➔ *To connect to section meetings*, see below for each TA's Zoom address or log in to our CCLE site to access their site from the home page.

Sections

1A	Thursdays, 8-9a PT	Carly Pope	c3m2pope@ucla.edu
1B	Thursdays, 9-10a PT	Site:	https://ucla.zoom.us/j/8427226073
1C	Thursdays, 10-11a PT	Rachel Wood	rlw0912@ucla.edu
1D	Thursdays, 11-12n PT	Site:	https://ucla.zoom.us/j/5374546003
1E	Thursdays, 12-1p PT	Jasmine Akiyama-Kim	jakim@humnet.ucla.edu
1F	Thursdays, 1-2p PT	Site:	https://ucla.zoom.us/j/94293089038
1G	Thursdays, 2-3p PT	Camille Acosta	cracosta@ucla.edu
1H	Thursdays, 3-4p PT	Site:	https://ucla.zoom.us/my/camille.acosta

Please note: Attendance in section is mandatory; specific details will be outlined by your TA.

***See your section syllabus for further information.*

Course Website (CCLE):

Using this site will be absolutely essential this term! I will use it to host Powerpoints, recorded lectures, additional readings, and then the required assignments and assignments for this course (quizzes, papers, project): <https://ccle.ucla.edu/course/view/21W-CLASSIC51B-1>

Textbook:

Required: Fullerton, Mark. 2018. *Roman Art and Archaeology* (Thames & Hudson)

* This textbook is available in the UCLA Bookstore: <https://shop.uclastore.com/c-1004-faqs.aspx>. See also this page for links to outside vendors and e-book versions.

On occasion there will be outside readings posted on CCLE and marked with a * on the syllabus. Regardless, you should plan to do the required reading *before* lecture or section.

Course Requirements:

Section (<i>see your TA's syllabus for more details</i>)	10%
Course Participation:	15%
Quizzes (complete 2/3)	20%
Writing Assignments (2)	30%
Impact Project:	20 %

OPTIONAL: Extra Credit 5%

See below for basics about each assignment/assessment. More specific instructions for the writing assignments and the impact project will be provided in separate hand-outs closer to the due date.

Section:

*Specific details will be outlined in your TA's syllabus; your attendance and participation make up for **10% of your grade.***

Course Participation:

It is important to keep up with the readings and lectures for this course, even if you aren't able to attend the latter in real time. Do not let the lectures back up! To help with this, I will post a short, low-stakes **post-lecture "check-in" [quiz] for each lecture** – you should plan to complete this *after* you attend lecture or watch the video. You will not be graded on this (plus you can take the quiz as many times as you want), but the **completion of these check-in quizzes will count towards 15% of your grade.**

PLEASE NOTE: post-lecture check-ins will only be available for 72 hours to keep you on task.

➔ I'll also post a forum each week (numbered 1-10 in the left tabs on CCLE) that you can use to post comments, ask questions, and think out loud with your classmates (think fun space).

Quizzes:

There will be three quizzes given over the course of the term in weeks 3, 6, and 9. Each quiz will be available for a 72 hour window so that you can take it on your own time. You only need to take **TWO** of these; together they count for **20% of your overall grade.**

You can choose the dates that work best for you (e.g. skip one quiz). If you take all three, I'll drop the lowest score and count the higher two towards your final grade. *More details will be given in advance of each quiz in lecture about the content covered.*

Writing Assignments:

You must complete two formal writing exercises this term, each worth 15% of your final grade. *More details will be given in advance via announcements in class and in handouts.*

Extensions will only be granted to students who present evidence of extraordinary circumstances within 48 hours of the exam, *and* who have been in communication with their instructors over the course of the term. Please note that late papers are docked 2% for every day they are late.

Impact Project:

In lieu of a final exam, you will complete and share a final project (via CCLE), due Sunday, March 14th (the Sunday before exams week) and worth **20% of your final grade**. I'd like you to **share something you learned in class** in a format that caters to **a non-expert audience**. More details about this will be presented in week 5 but you can start thinking about this in advance by considering the following:

Format: I urge you to consider the best way to present information in the digital age / under extraordinary circumstances like those we are facing. Suggestions include: a Powerpoint; a podcast; an online exhibition; a short video; a blog post; etc.

Subject: Over the course of this term, pay attention to what interests you! What do you find fascinating, and what do you think other people would find interesting? Do you like the stories that political or urban art can tell? Are there modern parallels? Do you find the private sphere fascinating? Are you interested in using material culture to understand the strategies of Roman leaders, or the lived experiences of non-elite groups, like women, enslaved persons, and provincial communities?

Remote Learning in Winter 2021:

By now, we may be used to remote learning, but that doesn't necessarily make it any easier! Remote learning has its advantages (no commute!), but it also makes devoting your attention to scholarly pursuits more difficult. I understand that – we don't have a classroom to meet in, and many of us lack the academic environments and resources that help us focus and feel like scholars. It's hard.

I also recognize that there is *a lot* going on in the world right now that demands our attention but that has great potential to exacerbate mental and physical health, stress levels, and anxiety. This includes COVID-19 and other important causes close to the surface (BLM, climate change, etc.).

For all of these reasons, it is *incredibly important* that you keep in touch with myself and your TA over the term. If something happens to you or yours that we should know about, like a personal tragedy or a health crisis, please let us know so that we can help you find solutions to help you in this class. Remember, you don't have to tell me everything, but letting me know the basics of what's going on (especially if it stands to affect your performance in class) is better for you in the long run. I will do my best to help you.

Internet Connectivity & Accessibility: If you have a spotty internet connection, multiple users in your home, etc., please let me and your TA know ASAP so that we can work something out (this will be especially important for exams, section discussions, etc.)

Remote Learning Best Practices:

Your presence during lectures and section:

- * Please put your cell phone on silent / out of sight, and try to refrain from surfing the web.
- * **Take notes thoughtfully and record your own observations.**

Participation during and after lectures:

- * There will be time to **ask questions** during and at the end lecture.
- * Zoom chat may be available – TBD.
- * Feel free to post comments or questions in the **open forum** I create for each week – I'll check these and either myself or your fellow classmates will respond, chime in, collaborate, etc.

Participation in section – defer to your TA for specifics but in general:

- * Make an effort to **have your video on** during discussions or participate verbally if you can't.
- * Gather your thoughts beforehand based on lectures and readings; be willing to share them.

Academic Integrity:

I expect students to conduct themselves with integrity even while learning in the privacy of your home. Do not take credit for any work but your own. Do not cheat. Do not plagiarize or copy someone else's work or writing. Do not share answers or work together with other students, unless expressly advised to do so. Read more about UCLA's policy on academic honesty and student conduct here: <http://www.deanofstudents.ucla.edu/Academic-Integrity>

Learning Challenges:

If you have a learning challenges or a documented disability of any kind that you feel I should know about, please contact me **as early as possible** and set up a meeting with CAE (see below) if you are not familiar with their resources. That said, remember that CAE is not hosting exams remotely so I will be in charge of accommodations (e.g. extra time for quizzes).

Helpful Resources:

Online Resources

COVID-19 Bruin Resources and Tools: <https://www.adminvc.ucla.edu/covid-19>

Status of Student Services: <https://www.studentaffairs.ucla.edu/service-status>

Highly recommend you visit this website – it links to many of the resources below.

Student Services see the link above [Status of Student Services] for online offerings and remote resources.

Arthur Ashe Student Health and Wellness Center: <http://www.studenthealth.ucla.edu/>

Offers both primary and urgent care appointments for students of UCLA.

The Undergraduate Writing Center: <https://wp.ucla.edu/wc/>

Offers free student-to-student feedback on an appointment basis.

UCLA Center for Accessible Education (CAE): <http://www.cae.ucla.edu>

Provides full services & information about academic accommodation, including but not limited to temporary (e.g. pregnancy), acute (e.g. concussion) and long-term accommodation. NOTE, you must apply to CAE by week 8 to receive formal accommodations for any final exams.

UCLA Counseling & Psychological Services (CAPS): <https://www.counseling.ucla.edu/>

Offers both short and long-term counseling services for academic and personal matters.

UCLA Consultation and Response Team: <https://www.studentincrisis.ucla.edu/>

Professionally trained staff who respond quickly to students in distress.

UCLA Library and Research help: <https://www.library.ucla.edu/support/research-help>

Schedule an appointment with library staff to get help with remote research.

UCLA IT Support: <https://ucla.service-now.com/support>

Computing and Technology: Make requests or report a problem.

If you don't feel comfortable coming to me or your TA about something, I invite you to contact the wonderful SAO of Classics, Savannah Shapiro: sshapiro@humnet.ucla.edu

****TITLE IX:** As your instructor, I am legally required to report any Title IX violations to the UCLA Title IX office if you report them to me.

SCHEDULE OF CLASSES

* This schedule is tentative and changes will be announced in lecture, in section, and via an email notification.
Please complete readings before class unless noted.

WEEK 1

January 4 (M)

Introduction

OPTIONAL Reading: Fullerton pp. 11-17

January 6 (W)

Origins and Neighbors: The Etruscans

Reading: Fullerton pp. 18-33

January 8 (F)

Early Rome

Reading: Fullerton pp. 36-47; *OPTIONAL:* *Claridge, "Temple of Jupiter Optimus Maximus"

WEEK 2

January 11 (M)

The Roman Republic: Architecture and Expansion

Reading: Fullerton pp. 48-62

January 13 (W)

Rome and Hellenism

Reading: Fullerton, pp. 48-62

January 15 (F)

Consequences of Roman Conquest

Reading: Fullerton pp. 63-70

WEEK 3

January 18 (M)

NO CLASS – MLK Day

January 20 (W) **“Roman” Arts: The Portrait and Historical Relief**
Reading: Fullerton pp. 70-73

January 22 (F) **The Roman House**
Reading: Fullerton pp. 74-81; *OPTIONAL* Fullerton pp. 90-99

Quiz #1 available Friday, January 22nd @ 5p – Monday, January 25th @ 5p

WEEK 4

January 25 (M) **Competitive Building: Caesar and Pompey**
Reading: Fullerton pp. 100-109, 117-119; *OPTIONAL* Fullerton pp. 112-125; *OPTIONAL:* *Claridge, “Theater of Pompey” & “Forum of Caesar”

January 27 (W) **From Republic to Empire: Augustus**
Reading: Fullerton pp. 109-12, 126-34, 144-47; *OPTIONAL:* *Claridge, “Forum of Augustus”

January 29 (F) **Augustan Building in the Campus Martius**
Reading: Fullerton pp. 138-44; *OPTIONAL:* *Claridge, “Mausoleum of Augustus” and “Ara Pacis”

WEEK 5

February 1 (M) **Where are the Women?**
Reading: Fullerton pp. 134-37

February 3 (W) **The Freedperson in Roman Art**
Reading: Fullerton pp. 206-12; *Lauren Peterson, *Monument and Memory: The Tomb of the Baker in Rome*

February 5 (F) **The Roman Provinces in the Augustan era**
Reading: Fullerton *skim* pp. 213-33

Writing Assignment #1: due Sunday, February 7th by midnight

WEEK 6

February 8 (M) **The Julio-Claudians**
Reading: Fullerton pp. 152-66

February 10 (W) **The Flavians**
Reading: Fullerton pp. 168-77, 180-83; *excerpt from Josephus on the Roman triumph

February 12 (F) **The Colosseum**
Reading: Fullerton pp. 180-83, 195-203; *OPTIONAL:* *Claridge, “Colosseum”

Quiz #2 available Friday the 12th @ 5p – Monday the 15th @ 5p

WEEK 7

- February 15 (M) NO CLASS – President’s Day
- February 17 (W) **Pompeian Houses**
Reading: *excerpt from Petronius’ *Satyricon*, Trimalchio’s Dinner Party
- February 19 (F) **Roman Painting**
Reading: Fullerton pp. 82-89, 147-51, 186-88

WEEK 8

- February 22 (M) **Trajan’s Forum**
Reading: Fullerton pp. 232-49
Required browsing: <https://www.nationalgeographic.com/trajan-column/>
- February 24 (W) **Hadrian the Architect**
Reading: Fullerton pp. 260-63, 266-73, 301-5; *OPTIONAL:* *Claridge, “Pantheon”
- February 26 (F) **The Antonine Era: Beginning of the End?**
Reading: Fullerton pp. 274-85

Writing Assignment #2: due Sunday, February 28th by midnight

WEEK 9

- March 1 (M) **Death, Burial and Identity in the Second Century**
Reading: Fullerton pp. 306-13, 322, 337-41
- March 3 (W) **Between Rome and North Africa: The Severans**
Reading: Fullerton pp. 314-336
- March 5 (F) **Roman Religions in the Late Empire**
Reading: *excerpt from Jas Elsner, *Art and Religion*
OPTIONAL browsing: <http://media.artgallery.yale.edu/duraeuropos/>

Quiz #3 available Friday, March 5th @ 5p – Monday, March 8th @ 5p

WEEK 10

- March 8 (M) **The Tetrarchy**
Reading: Fullerton pp. 342-65
- March 10 (W) **Constantine and the Late Roman Empire**
Reading: Fullerton pp. 366-78
- March 12 (F) **Transitions**
Reading: Fullerton pp. 382-87

Submit Final Project to CCLE by midnight on Sunday, March 14th

Finals Week: Browse other students’ projects on comment on at least two