

ARTH 311/HIST 386
(for convenience, I will usually refer to the class as 311)
Pompeii: The Living City
Dr. Christopher Gregg
He/him/his

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Virtual Office Hour Meetings available by appointment.

This is a synchronous online course, meaning that we have a scheduled day/time to meet digitally (Mondays and Wednesdays from 1:30-2:45). You must be available and online according to the schedule provided for the class. Virtual attendance and participation are expected requirements for this class. See Course Documents for specific details.

Course Description

Since its rediscovery over 200 years ago, the Roman city of Pompeii has fascinated the modern world. This minor Roman town, entombed by a volcanic eruption in 79 CE, has fired the imagination of both scholars and artists. As an example of Roman civilization, Pompeii gives us a view into a past society that has had a tremendous impact on Western European and North American architecture, art, law and literature. This class will use the unparalleled physical remains of Pompeii's art, architecture and infrastructure as well as primary Roman literary source material in translation to explore the complex urban and cultural environment of this ancient civilization. Class discussion, critical reading of sources, visual analysis, application of critical ideas will all play significant parts in our multi-disciplinary approach to interpreting this familiar yet "foreign" culture. This course satisfies a Mason Core requirements for the Arts (<https://chss.gmu.edu/general-education/arts>).

Specific Course Learning Objectives

- To obtain an in-depth knowledge of the structure and decoration of Pompeii
- To understand the cultural forces that shaped the urban structure of Pompeii
- To gain a broad understanding of ancient Roman civilization
- To perceive the interconnected nature of culture and urban form
- To apply basic concepts of civic design within a cultural context

This course also fulfills the GMU Learning Outcomes for the Arts (<https://masoncore.gmu.edu/arts-2/>)

Textbooks*

Joann Berry, *The Complete Pompeii*. 2007. Thames & Hudson

Gregory Aldrete, *Daily Life in the Roman City: Rome, Pompeii and Ostia*. 2009. University of Oklahoma Press [also available in digital format]

Blackboard: additional readings will be available as pdf documents on our Blackboard page under the Course Content tab on the left-hand side of the screen. To login, go to <https://mymasonportal.gmu.edu> and use your Mason username and password (same as email).

Books are available through the campus bookstore, but they can be found through other vendors as well. Consult the GMU Bookstore website for the store's opening dates and policies:

<https://gmu.bncollege.com/shop/gmu/home>

*Both the Berry and Aldrete texts are **required** reading for the class. Reading assignments are listed on the syllabus and should be done prior to the class meeting on the day that they are assigned.

Discussion material will often be found on Blackboard; copies of discussion documents should be immediately accessible to you during discussion, keep a digital or printed copy at hand so that you can reference the readings as needed.

Office of Disability Studies Documentation

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email:ods@gmu.edu | Phone: (703) 993-2474

Send official documentation (Faculty Contact Sheet) to me as soon as possible; certainly well before the first test if you have accommodations for extra time. Accommodations can only be provided once I have documentation.

Other Important Information

- The university is a professional environment. You should treat your interactions with fellow students, faculty and staff as you would interactions in your professional life. Put another way, if your language, tone, actions, or behavior would raise an issue with HR in the workplace, then it is equally inappropriate for the University setting—online or face-to-face.
- The use of inappropriate, belligerent or profane language is not acceptable in the university setting, including on exams. I reserve the right not to grade an offensive exam, which means the grade would be a '0'. The situation would also be referred to the Student Conduct Office.
- Since the material in this course is based on the art and literature of other cultures, some topics of violence, gender, and sexuality may be outside of individual comfort zones, but we will deal with these subjects in an academic and intellectual manner.
- As a faculty member and designated "Responsible Employee," I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's [Title IX Coordinator](#) per [university policy 1412](#). If you wish to speak with someone confidentially, please contact the [Student Support and Advocacy Center](#) (703-380-1434) or [Counseling and Psychological Services](#) (703-993-2380). You may also seek assistance from [Mason's Title IX Coordinator](#) (703-993-8730; titleix@gmu.edu).
- You must study to be prepared for exams, but I allow consultation of your notes or textbooks. Use of any material other than your own notes and textbook during tests will be treated as an honor code violation. Talking to anyone else about the exam (during the test or, once you have completed it, but before the other person has taken the test) will also be considered an Honor Code violation. At the very least, you will receive a "0" on the exam.

- Discuss any special academic needs with me at the start of the term. Do not wait until after the first test or later! Most accommodations (e.g. extra time) can be dealt with easily, but I need to know about them well in advance.
- The lengths of the assignments (readings, video lectures, etc.) vary so keep pace with the syllabus and be aware of deadlines.
- Any synchronous meetings in this class may be recorded to provide necessary information for students in this class. Recordings will be stored on Blackboard [or other secure site] and will only be accessible to students taking this course during this semester. Video recordings of class meetings that are shared only with the instructors and students officially enrolled in a class do not violate FERPA or any other privacy expectation.
- Extra credit assignments are not usually offered in the course. If I make the decision to offer one to the whole class, I will let the class know. Please do not ask me individually: no individual extra credit assignments will be offered.

ARTH 311/HIST 386: Pompeii, The Living City Assignments, Assessments, and Requirements

<u>Assignments</u>	<u>% of your final course grade</u>
Discussion Reading Quizzes	30% (5% each for 6 quizzes)
Exams (3)	50% (Exam 1, 14%; Exams 2 and 3, 18%)
Pass the Garum Assignment	5%
City Census Project	15%

Grading Scale:

A+ (100-97) A (96-93) A- (92-90) B+ (89-87) B (86-83) B- (82-80) C+ (79-77)
C (76-73) C- (72-70) D (69-60) F (59 and below)

Blackboard and Blackboard Collaborate Ultra

Activities and assignments in this course will regularly use the Blackboard learning system, available at <https://mymason.gmu.edu>. Students enrolled in online courses at GMU are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher).

We are going to be relying heavily on Blackboard, especially the Collaborate Ultra (BCU) feature. I have set up a link on the main page of our class Blackboard; in the black band at the left, you will see “BCU Classroom”. Click on that link and then on the specific area for that day (e.g. “January. 25, Pompeii Introduction lecture”).

If you are not familiar with BCU, please take a few minutes and familiarize yourself with it using these tutorials, provided by Mason:

<https://help.blackboard.com/Collaborate/Ultra/Participant>

Especially useful will be the links ‘Get Started’, ‘Join Session’ and ‘Participate in Session’.

Keep in mind that GMU clearly states its expectation that online students will do the same amount of work for a course that is held in the classroom (8-10 hours per week); when taught face-to-face, this course meets twice a week for 75 minutes. That does not include time outside of class for reading, studying or carrying out assignments. You should be prepared to spend roughly this same amount of time with the online version of the course.

<https://masononline.gmu.edu/success/>

Discussion Reading Quizzes

These quizzes will be based on the Discussion Readings on the Weekly Schedule.

Use the Discussion Questions in the modules/folders to help prepare for these quizzes. The quizzes are open notes/book and untimed. The important thing is to understand the material. There will be 3 to 5 objective questions (multiple choice, fill in the blank, true false, etc.) on each quiz, so they are brief.

Each quiz will count 5% of your final course grade. This seems like a small number, but the total value of these quizzes is a third of your final course grade, so take them seriously. Lost points or missed quizzes will add up quickly. There will be no make-ups for missed quizzes without documentation.

Reading Quizzes will be available in the Testing Module from 5:00pm EST the day before until 1:20pm EST the day of the discussion.

Exams

Much of our discussion will focus on looking at, considering and interpreting images of architecture and artwork within the cultural and historical frameworks that produced the art. Images of sculpture, painting, and other media are at the core of the work that Pompeian scholars do. This means that the three Exams will include images; I will give you a work of art and ask you questions about it based on the material covered in discussions and, especially, in the video lectures. Since the video lecture content follows this same pattern—image, discussion, explanation—you should be used to the approach by the time we get to the first Exam.

Much of what is presented in the content lecture videos will likely be new to you, even if you have a background in ancient culture. Remember: these works of art and architecture are primary source documents that inform us about Pompeii and Roman culture, the understanding of which is the goal of this class. The purpose of this class is to put those objects/works of art in their original context and understand what they said to an ancient audience.

Taking notes from the content lecture videos is essential. Active listening will not be enough; reading the textbooks, while also critical, will not be enough by itself. Important ideas that synthesize the material will be presented in the lecture videos.

I will provide weekly study questions for the lecture videos; writing/typing thorough, thoughtful answers to those questions should be an essential part of your work for this course. You can think of these study questions as forming the backbone of your note-taking (see below).

You must study your notes to be prepared for the exam. I will allow you to consult your notes and even textbooks on the exam, but if you have to look up every answer, you will not finish the exam. No extra time will be given. So, you must study for the exams in advance and use your notes sparingly.

The format of exams will consist of several short answer questions and a number of objective questions (fill in the blanks, multiple choice, true false, matching, sequencing, etc.).

Lecture videos will not be available during quizzes, so you must complete them (and the study questions) prior to the exams.

Exams will be run through Blackboard, appearing in the Testing Module. They will be held during our regularly scheduled class period on the dates set out in the Weekly Schedule document. The exams will be timed for 85 minutes, reflecting the 75 minutes of our class period plus 10 extra minutes that you can make use of at the end. Therefore, **the exam windows will run from 1:30 to 2:55 pm EST.**

Make-up exams for missed tests will only be given if official documentation (e.g. medical excuses) are provided.

If you experience a technical problem during an exam, take a screen shot of the problem/error message and email me immediately. If I receive your message after the exam window has closed, you may not be eligible for a make-up exam. So long as the technical problem was beyond your control, you will have the opportunity to complete the exam.

Note-taking

Although the readings in your textbook are critical for the course, video lectures and web resources as well as our BCU meetings will distill the essential information in the text and include material not found in the textbook; it is from all of these sources that Exams will be constructed, drawing most heavily from video lectures, discussions, and web resources. You must take thorough notes in order to be prepared for the exams. If there are terms on a slide, include the term, its definition and application in your notes. This is a class based on close reading of materials and that means attention to details; most people are not able to retain all of the specific details without taking copious notes during video lectures. You should feel free to pause videos, rewind them and listen to some sections again if you need to in order to get the material. To assist you with this process, I will provide Study Questions for each weekly module in the course.

Study these notes before the tests so that you are prepared. If you need to refer to your notes during the exam, that is allowed (see Exams section above). However, if you are dependent on looking up every answer, you will not have time to finish the exam. Extra time will not be given, so use your notes as a last resort rather than as your first response to the test questions.

City Census Project

This project will ask you to research one of the many cities of the Roman Empire as well as travel to and from that city.

Details of this project will be provided later in the semester, during Week 8 or earlier. It is due on **April 14th (Week 12) by 5:00pm EST.**

Pass the Garum Assignment

This assignment will acquaint you with Roman cooking through the blog <https://pass-the-garum.blogspot.com> (ignore the link to the 'new' website on the homepage). Details will be provided separately in late February; the assignment will be due Week 7, **Monday, March 8th** by 1:30 pm EST.

The Mechanics of our online Discussions

I will divide the class into permanent Discussion Groups prior to our first discussion day in Week 2. I will also create a standing meeting space in BCU for each of these groups.

Before our class start time on Discussion days (clearly marked as 'Discussion' in the Weekly Schedule and in the daily folders on Blackboard), use the BCU Classroom link in the black menu at the left of our class Blackboard page to access Blackboard Collaborate Ultra and our Discussion area for that day. You should do this several minutes before our start time of 1:30 if possible.

In Collaborate Ultra, I will make introductory remarks and then you will move to your assigned discussion groups.

Once in your groups, select someone to take **attendance** for that day. You will have to provide the list of those present/participating on that day in the Discussion Thread (see below).

The goal will be for your group to move through **all of the discussion questions** for that day with your group members.

You should download the discussion questions document for that day to your computer so that you can type notes directly into it.

Each group should answer all the questions and type those responses into at least one of your downloaded documents (everyone may want to take their own notes or you can select a designated scribe, either is fine).

Important Note: in Collaborate Ultra, discussion groups like the ones you will be using are not automatically recorded or stored. If you do not type your answers into an external document, your work will be lost!

After about 30 minutes (I will give you the precise time at the start of each Discussion), everyone will return to the main BCU Classroom for a roundtable discussion of the material.

Towards the end of each discussion class, I will assign a specific question or questions to each group. For this, the group is responsible for providing the question(s) and your complete answer to that question into the specific discussion thread under the Discussion Board tab of

Blackboard.

Go into Discussion Board from the black band menu at the left of the class Blackboard page. Under the Discussion topic that I have created (e.g. Discussion: The Eruption of Mount Vesuvius) each group will create a Thread by clicking on the Create icon.

In the Subject Box that appears, type the Discussion title and question number (e.g. Gladiator and Question number, e.g. 1 = Gladiator 1).

In the message box, provide your **1) group number, 2) the group members who attended that day (only those who participated!), 3) the question(s) that the group is responsible for, and 4) your complete response.**

Responses must be submitted by 5:00 pm EST on the day of the discussion.

The goal here is to make sure that everyone has access to the information from class, so please take these responses seriously since you will **all** be using them in the future to prepare for exams.

Before the next class meeting, you should review your group's responses. If I have made suggestions, you will need to address those concerns on the thread.

These responses and the quality of the responses will factor into your individual participation grades.

ARTH 311/HIST 386: Pompeii, The Living City Weekly Schedule

How to use the schedule:

The semester is broken down into 14 modules, one for each week of the term. The modules are subdivided in the schedule and in Blackboard into Monday and Wednesday since this is synchronous online class (meaning that you must be available at the scheduled meeting time of 1:30-2:45 pm EST on Mondays and Wednesdays).

If the title of a day begins with **Discussion**, it means that we will meet for an extended discussion of the reading for that day which will run for the whole 75 minute class period in BCU.

Any other class day, unless specified in the schedule, we will meet for a **BCU short session**. These short sessions will begin promptly at 1:30 pm EST on the assigned day and will last between 30-40 minutes. In that time, we will have a brief discussion of the video lectures and readings assigned for that class. You can ask questions for clarification or elaboration of material; I will emphasize certain points and *may introduce new material*.

Do not be passive in these short sessions—take notes on things that you did not pick up in the videos or that are presented for the first time. Stay engaged and ask questions. Being logged in with the audio/video off will not help you succeed in this class.

Your attendance at both Discussion and BCU short sessions is expected and required. If you have a documented excuse (medical or otherwise), it is your responsibility to contact me and share the documentation. Otherwise, absences will negatively affect your grade in the course.

Under each weekday (abbreviated M (Monday) or W (Wednesday)), you will see the materials that you are expected to have completed by the start of class that day, e.g. video lectures, readings, web links or assignments.

Each module on Blackboard also contains a Study Question document that is keyed to the videos and the readings. You do not have to turn these in, but you should fill them out thoroughly and use them as the core of the notes that you are taking. You will need to study for exams, but I will allow you to refer to your notes during exams, so this will be beneficial when you are responding to those questions. See Course Documents for more information on how Exams will work.

Exams and Reading Quizzes on Discussion material are also noted here. You should put those dates into your personal calendar with alerts.

The sequence and structure of the material is subject to change in case of emergencies, but an up-to-date copy of the schedule will always be available in Blackboard under the Course Documents Module.

Week 1 Module

Monday, Jan. 25th Introduction (Live on BCU)

For our introductory class, I will be giving a live, synchronous lecture on BCU. Please be on time; we will begin at 1:30 pm EST as scheduled for the class.

Reading

- Aldrete: Chapter 14

Wednesday, Jan. 27th Cities of Empire

Video Lectures: for the remainder of the schedule, the video lectures will be located in a folder in the weekly module and marked with the date that they will be up for discussion in our BCU meeting. Watch these videos before class begins on that day. In some cases, there will be links to external videos, which should be treated as lecture videos. So, the Cities of Empire lecture videos should all be viewed prior to the start of our class on this Wednesday at 1:30 pm EST.

Reading

- Aldrete: Chapter 1 and Chapter 2 (through “Brief Survey of Roman History”)

BCU short session, 1:30 pm EST (**Note:** this will be the time of all BCU short sessions; this information is not repeated below). Remember that short sessions may introduce new material, so you need to be prepared to take notes on the discussion of the video lectures and any new material that we cover in these sessions. Do not be passive in these short sessions—stay engaged, add to your notes and ask questions.

Week 2 Module

M, Feb. 1 **History of Pompeii**

Video Lectures

Reading

- Berry: 6-33; 233-243

BCU short session

W, Feb. 3 **Discussion: Eruption of AD 79 and its Date**

Discussions may take up the full class time, from 1:30-2:45 pm EST.

Video lecture on textual transmission

Readings on Blackboard

- Primary texts excerpted from A. Cooley’s *Pompeii and Herculaneum: A Sourcebook*.
- “New Pompeii Graffiti May Rewrite History in a Major Way,” Kristina Killgrove, *Forbes Magazine* 16 October, 2018.
- G. Rolandi, A. Paone, M. Di Lascio, G. Stefani, “The 79 AD eruption of Somma: The relationship between the date of the eruption and the southeast tephra dispersion,” *The Journal of Volcanology and Geothermal Research*.
Focus on the results of the study and the incorporation of the scientific data with more traditional archaeological and literary sources.

Reading Quiz on Blackboard in this module must be completed by 1:20 pm EST

Week 3 Module

M, Feb. 8 **Pompeii’s Rediscovery and Impact on the Modern Age**

Video lectures

Reading

- Berry: 34-41; 46-63
- Blackboard:
Meyer Reinhold, “American Visitors to Pompeii, Herculaneum, and Paestum in the Nineteenth Century” in *Journal of Aesthetic Education*, Vol. 19, No. 1, Special Issue: Paestum and Classical Culture: Past and Present (Spring, 1985), pp. 115-128

BCU short session: be prepared to have a mini-discussion of the Reinhold article from Blackboard. No Reading Quiz.

W, Feb. 10 **Structure of Roman Society**

Video Lectures

Reading

- Berry: 86-91; 102-119
- Aldrete: Chapter 5 and Appendix I
- Roman Social Strata and Names 'handout' in Blackboard module

BCU short session

Optional. If you are interested in Roman social structure and want to learn more, these are informative videos:

Social structure overview: <https://www.youtube.com/watch?v=TUB0oZVgBKE>

A few errors: freedmen could vote in the Imperial period; Celsinus, not Cesinius

Roman slavery: YouTube https://www.youtube.com/watch?v=1Kx_2Sh7iz0

Note: there may be a commercial break midway through the video (appr. 5 minutes in; continue watching to the end of the video).

Freedmen/Freedwomen: YouTube

<https://www.youtube.com/watch?v=hTPV2utC694>

Week 4 Module

M, Feb. 15 **Discussion: Gender and Sexuality in Roman Antiquity**

Video Link

YouTube* video: <https://www.youtube.com/watch?v=QOmB3QohaPA>

*Links for the external videos listed on this syllabus are also imbedded in the specific module for this day on Blackboard, so you can access them from there, too.

Reading

- Aldrete: Chapter 8, "Sex and Sexuality"
- On the web: <https://www.britannica.com/biography/Juvenal> (biography of Juvenal)
- On Blackboard
Excerpts from *The Satires* by Juvenal
Frances Bernstein, "Pompeian Women," from *World of Pompeii* (2007):

526-

537.

Reading Quiz on Blackboard in this module must be completed by 1:20 pm EST

W, Feb. 17 **Exam 1**

Week 5 Module

M, Feb. 22 **Houses: Form, Function and Evolution**

Video Lectures and Links

On YouTube: Housing and Houses in Ancient Rome - Domus, Insula, Villa *

<https://www.youtube.com/watch?v=aDE4H4dhAkI>

Use the *Roman Housing Worksheet* under Course Content to take notes from the video.

Reading

- Aldrete: Chapter 6, “Domus” and “Insulae”
- Berry: 154-161; 178-185

BCU short session

W, Feb. 24 **Domestic Decoration: Fresco and Mosaic**

Video Lectures and Links

YouTube video on Roman frescos:

<https://www.youtube.com/watch?v=ELYoWlozNcc>

Introduction to mosaics (embedded in Blackboard module; you can disregard the question in the video ‘What makes this Hellenistic’)

And the Alexander Mosaic video

<https://www.khanacademy.org/humanities/ap-art-history/ancient-mediterranean-ap/greece-etruria-rome/v/alexander-mosaic-c-100-b-c-e>

There is a worksheet for these videos; it is not due as a submission, but you should use it as a guide to taking notes from the videos

Reading

- Berry: 162-177

BCU short session

Pass the Garum Assignment available on Blackboard under the Assignments tab.

Due March 8th at the start of class. Upload through Portal in the Assignments tab.

Week 6 Module

M, Mar. 1 **Discussion: Reading and Writing the Roman House**

Readings on Blackboard

- Andrew Wallace-Hadrill, excerpts from *Pompeii: Houses and Society* (pdf Blackboard)
- Petronius Arbiter bio (<https://www.britannica.com/biography/Gaius-Petronius-Arbiter>)
- Petronius, *Satyricon* sections 38-50 (“Banquet of Trimalchio”)

Reading Quiz on Blackboard in this module must be completed by 1:20 pm EST

W, Mar. 3 Villas: From Elite Luxury Living to Agricultural Centers

Video Lectures and Video Link

Mysteries Fresco Frieze (YouTube link in module with questions to consider).

Reading on Blackboard

- Eric Moorman, "Villas Surrounding Pompeii and Herculaneum," from *World of Pompeii* (2007): 435-454.

BCU short session

Week 7 Module

M, Mar. 8 Roman Dining

Video Links

Roman cooking, <https://www.youtube.com/watch?v=cb2X9QXhdvI>

Note: if you would prefer not to watch meat being prepared for cooking, skip the section between the 8:36 minute mark and 10:45 mark. Everyone can also skip the battle reenactment, which for some reason runs between 10:45 and 14:44 marks!

A Roman banquet re-enactment,

<https://www.youtube.com/watch?v=9CqDKkcguDk>

Dining in Pompeii, <https://www.youtube.com/watch?v=BQ5JSbVWiw>

Reading

- Aldrete, 111-113
- Web resource on Roman banqueting, <http://factsanddetails.com/world/cat56/sub369/entry-6312.html>

BCU short session

Pass the **Garum Assignment Due** by the start of class. Upload to Portal in the Assignment tab of the class Blackboard page.

W, Mar. 10 Discussion: The Neighborhood and Street-life

Readings on Blackboard

- Viitanen, Eeva-Maria, Laura Nissinen, and Kalle Korhonen. 2012. "Street Activity, Dwellings and Wall Inscriptions in Ancient Pompeii: A Holistic Study of Neighbourhood Relations."
- J. Hartnett, *The Roman Street* (excerpts from the introduction).

Reading Quiz on Blackboard in this module must be completed by 1:20 pm EST

Week 8 Module

M, Mar. 15 **The Forum of Pompeii**

Video Lectures

Reading

- Aldrete: Chapter 14, “Public Buildings”
- Berry: 120-123; 126-133

BCU short session

W, Mar. 17 **The Forum and Economics of Pompeii**

Video Lectures

Economics of Pompeii

Reading

- Aldrete: Chapter 14, “Public Buildings”
- Berry: 210-233

BCU short session

Week 9 Module

M, Mar. 22 **Exam 2**

W, Mar. 24 **Discussion: City planning and Organization of space**

Reading on Blackboard

- Roger Ling, “A Stranger in Town: Finding the Way in an Ancient City,” *Greece and Rome* 37 (1990): 204-214.
- Ray Laurence, “Deviant Behaviour” excerpt from *Pompeii: Space and Society*

Reading Quiz on Blackboard in this module must be completed by 1:20 pm EST

Week 10 Module

M, Mar. 29 **Hydraulics and Bath Culture Among the Romans**

Video Lectures

Also: <https://theconversation.com/talking-heads-what-toilets-and-sewers-tell-us-about-ancient-roman-sanitation-50045>

Reading

- Aldrete: Chapter 8 “Baths”
- Berry: 150-153

BCU short session

W, Mar. 31 **Cognitive Mapping and Navigating Urban Spaces in Antiquity**

Video lectures

Reading

Blackboard:

- William MacDonald, *Architecture of the Roman Empire*, volume II: excerpts on Armatures

BCU Short Session

Week 11 Module

M, Apr. 5 **Religion in Pompeii**

Video lectures

Reading

- Aldrete: Chapter 10
- Berry: 186-209

BCU short session

W, Apr. 7 **Discussion: Religion in Pompeii**

Reading

Blackboard:

Keith Hopkins, "World Full of Gods (Time Travel in Pagan Pompeii, The Roman Context of Christianity)" from *World Full of Gods: The Strange Triumph of Christianity* (2001).

Treat as a discussion day: BCU 1:30-2:45, but there is no Reading Quiz.

Week 12 Module

M, Apr. 12 **Ancient Roman Spectacles and Entertainment**

Video Lectures

Reading

- Aldrete: Chapter 9

BCU short session

W, Apr. 14 **Entertainment at Pompeii**

Video Lectures

Reading

- Berry: 134-149
- Blackboard:
Primary sources on entertainment from Pompeii, excerpted from Cooley,
Pompeii: A Sourcebook

BCU short session

City Tour Project Due by 5:00 pm EST. Upload through Portal in City Project Module on Blackboard.

Week 13 Module

M, Apr. 19 **Discussion: Spectacles and Entertainers in the Roman World**

Note: there is a lecture video in the module for this day (Gladiators at Pompeii)

Reading on Blackboard:

- Robert Knapp, “Fame and Death: Gladiators,” from *Invisible Romans* (2011): 265-289.

Reading Quiz on Blackboard in this module must be completed by 1:20 pm EST

W, Apr. 21 **The Suburbium and Roman Tombs**

Video lectures and Video link

Roman Burial video from the Ashmolean Museum, Oxford

<https://www.youtube.com/watch?v=BadpsCmaTR0>

Reading

- Aldrete: Chapter 6, “Burial” and “Funerary Inscriptions”
- Berry: 92-101
- Blackboard
Petronius, *Satyricon* sections 70-72 (“Tomb of Trimalchio”)

BCU short session

Also, this is Parilia—the ancient Roman festival celebrating the birthday of Rome.

Feliciter Roma! Happy 2,756th birthday!

Week 14 Module

M, Apr. 26 **A Tale of Two Cities: Herculaneum and Pompeii**

Video lectures

Reading

- *To be announced*

BCU short session

W, Apr. 28 **Exam 3**