

CLAS 4130 / 6130

ARCHAEOLOGY OF ROME'S PROVINCES

Fall, 2009

TUESDAY / THURSDAY: 2:00 – 3:15 P. M., PARK 115

Instructor: Dr. JAMES C. ANDERSON office hours: W 10:30-11:30 a.m. & by appt.
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Course website : <http://?>

NOTA BENE:

This syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about these standards before performing any academic work.

Classics 4130/6130 – this term – will be a course on the history and archaeology of the western, or European, provinces of the Roman Empire. We will begin with a brief consideration of Rome’s acquisition of an empire during the Republic, her difficulties in and experiments with its administration, and the refinements devised during the first century A.D., looking at one of the earliest provinces – Spain (Hispania) – as general example. Then we will move through the other western provinces in quasi-historical sequence -- i.e., as they were conquered -- Gaul, Germany and (last) Britain. Our main sources of information will be 1) the archaeological remains from pre-Roman and Roman times in these areas, and 2) Roman texts left to us that deal with the events and peoples in these provinces, most importantly Caesar and Tacitus.

Our main purpose will be to investigate, archaeologically and historically, the phenomenon of “Romanization,” i.e., the processes by which the Romans encountered, conquered, and then made “Roman” the native cultures of the rest of Western Europe, and how or whether this policy affected the native cultures of Europe and was in turn altered by them. In order to do this, we will consider what we know of those native cultures in each province prior to Roman conquest, and then look at the evidence for their conversion to, and their distinct individual versions of, “Romanitas.”

The evidence of archaeology -- art and architecture -- is especially important in this inquiry, as is how we see native cultures through Roman eyes in Caesar’s and Tacitus’s surviving works. Not surprisingly, we will not obtain a full or rounded picture of the conquered cultures from this evidence, but we will learn a great deal, I hope, about how “barbarians” became “provincials” and how “provincials” eventually became “Romans,” as well as about how the native cultures and traditions came to affect the culture of their conquerors, and to produce new and completely different versions of “Being Roman.” You will be reading, seeing and studying a vast amount of material that is not commonly assigned in Classics, Ancient Art, or Roman history courses, much of it fragmentary, but all of it intriguing for the perceptive investigator.

REQUIREMENTS

A. For those enrolled in 4130 (Undergraduate credit):

1. ATTENDANCE is MANDATORY at every class meeting; absence for any reason other than serious illness (with a note from your physician) will result in a lower grade in the course.
2. Two investigative and reflective papers, ca. 5-6 pages (word-processed, double-spaced, font no larger than 12 point), on the topics given below in this syllabus. The first paper is due on TUESDAY, OCTOBER 6; the second is due on TUESDAY, DECEMBER 1. [20 % of your course grade each = 40%].
3. A midterm exam, covering the material studied in the first half of the course (reading assignments and class sessions through Thursday, October 1), to be administered in two parts on Tuesday, October 6 and Thursday, October 8. The midterm will include image identifications, written identifications, objective questions, and essays. [30%].
4. A final exam, covering the material studied in the second half of the course (after the midterm), and which will include slide & written identifications, objective questions, and essays on material we have read, looked at, discussed. The final exam is scheduled for ????, DECEMBER ??, ????? AM/PM , in Park 115 (our classroom). [30%].

MAKEUPS: Since these exams both involve use of audio-visual equipment that would be impossible to reassemble at separate times, there will be NO makeups possible for either midterm or final exam.

B. For those enrolled in 6130 (Graduate credit) OR in 4130 for Honors Option undergraduate credit:

1. ATTENDANCE is MANDATORY. Classes missed will result in a lower final grade.
2. A substantial research paper, whose topic you should devise in consultation with me. Your topic must be chosen and you must begin your research by TUESDAY, SEP'T. 29; the completed paper (formatted as above and following Turabian's style manual) will be due to me by TUESDAY, DEC. 1 [50% for Graduate credit ; 40% for Honors Option];
3. The midterm exam mentioned above [25% for Graduate credit ; 30% for Honors Option]
4. The final exam mentioned above [25% for Graduate credit ; 30% for Honors Option]

TEXTBOOKS

ROMAN = G. Woolf, Becoming Roman: the Origins of Provincial Civilization in Gaul. Cambridge: Cambridge UP, 1998. **AVAILABLE AT UGA BOOKSTORE.**

FRANCE = J. Bromwich, Roman Remains of Southern France. London: Routledge, 1996. **NOT AVAILABLE AT PRESENT AT UGA BOOKSTORE; ORDER FROM AMAZON.COM ?**

BRITAIN = G. de la Bedoyere, Roman Britain. New York: Thames & Hudson, 2006. **AVAILABLE AT UGA BOOKSTORE.**

CAESAR = Caesar, The Gallic War. Translated by C. Hammond. New York: Oxford University Press, 1996. **AVAILABLE AT UGA BOOKSTORE.**

TACITUS = M. Hadas (ed.), Complete Works of Tacitus. New York: Modern Library, 1942. **AVAILABLE AT UGA BOOKSTORE.**

WEEKLY COURSE SYLLABUS WITH ASSIGNMENTS

- WEEK I Aug. 18 & 20 : History & administration of Rome's provinces
read: HANDOUT "Rome's Provinces History and Administration + An Historical Survey of the Roman Empire" (14 pp.) / TACITUS: Annales 4.5 (pp. 146-7).
- WEEK II Aug. 25 & 27 : "Romanization" : the process & the example of Hispania
read: HANDOUT: "Hispania: Development of the Roman Province(s)" (8 pp.) / ROMAN: chaps. 1 and 2 (pp. 1-47)
- WEEK III Sep. 1 & 3 : Spain in the Roman Empire; Celts, Greeks and early Gaul (Entremont, Glanum)
read: ROMAN: chap. 3 (pp. 48-76) / CAESAR: Bk. 6. 11-20 (pp. 124-29) / FRANCE: Marseille (pp. 168-177), St. Remy (pp. 201-216), Aix & Entremont (pp. 127-134)
- WEEK IV Sep. 8 & 10 : Conquest & Conversion (St. Remy, Alésia, La Turbie, Autun)
read: CAESAR: Bks. 1-3 (pp. 3-68) & Bk. 7 (pp. 142-194) / FRANCE: St. Remy (217-219), La Turbie (pp. 270-274) / TACITUS: Ann. 3.40-6 (pp. 124-7).
- WEEK V Sep. 15 : Gallia I (Vienne, Lugdunum)
Sep. 17 : **NO CLASS MEETING**
read: ROMAN: chap. 5 (pp. 106-141) / FRANCE: Vienne (pp. 28-41) / TACITUS: Annales. 11.23-25 (pp. 240-2) / [GRADUATE & HONORS OPTION STUDENTS must also read ROMAN: chap. 4 (pp. 77-105)]
- WEEK VI Sep. 22 & 24 : Gallia II (Nimes, St. Chamas, Fréjus)
read: ROMAN: chaps. 6 (pp. 142-168) / FRANCE: Frejus (pp. 252-67), Nimes & Gard (pp. 93-120), "amphitheaters" (pp. 123-5), St. Chamas (pp. 200-01)
- WEEK VII Sep. 29 & Oct. 1 : Gallia III (Vaison, Orange, arches)
read: ROMAN: chap. 8 (pp. 206-237) / FRANCE: Vaison (pp. 221-237), "the domus" (pp. 241-44), Orange (pp. 181-94), Carpentras & Cavaillon (pp. 160-4), "theaters" (pp. 46-9) / [GRADUATE & HONORS OPTION STUDENTS must also read ROMAN: chap. 7 (pp. 169-205)]
- WEEK VIII Oct. 6 & 8 : **MIDTERM EXAM (BOTH DAYS)**

FIRST PAPER DUE on TUESDAY, OCT. 6

WEEK IX Oct. 13 & 15 : Gallia IV (Arles, Barbégal, Vernégues & late antiquity)
read: FRANCE: Arles (pp. 146-48), Barbégal (pp. 156-60), Vernégues (pp. 237-9) / ROMAN: chap. 9 (pp. 238-49).

WEEK X Oct. 20 & 22 : Germania I
read: TACITUS: Germania (pp. 709-34) / CAESAR, Bk. 4. 1-19 (pp. 69-79), Bk. 6. 1-10 & 21-44 (pp. 119-24 & 129-41)

WEEK XI Oct. 27 : Germania II
read: TACITUS: Annales Bk. 1. 31-71 (pp. 22-47) & Bk. 13. 53-8 (pp. 316-19); Historiae Bk. 1. 52-70 (pp. 450-62)
Oct. 29 : **NO CLASS MEETING (FALL BREAK)**

WEEK XII Nov. 3 & 5 : Britannia I
read: BRITAIN: chaps. 1 & 2 (pp. 10-58) / CAESAR: Bks. 4.20-38 & 5 (pp. 79-118) / TACITUS: Agricola 1-16 (pp. 677-87); Annales Bk. 12. 31-40 (pp. 263-9) & Bk. 14. 29-39 (pp. 336-42)

WEEK XIII Nov. 10 & 12 : Britannia II
read: TACITUS: Agricola 17-46 (pp. 687-708) / BRITAIN: chaps. 4, 5 & 6 (pp. 79-159)

WEEK XIV Nov. 17 & 19 : Britannia III
read: BRITAIN: chaps. 7, 8 & 9 (pp. 160-227)

Nov. 24 & 26 : **THANKSGIVING BREAK (NO CLASS MEETINGS)**

WEEK XV Dec. 1 & 3 : The End of Britannia / Oral Reports & catching up
read: BRITAIN : chaps. 3, 10 & 11 (pp. 59-78 & 228-269)
SECOND PAPER / RESEARCH PAPER DUE on TUESDAY, DEC. 1

??DAY, DECEMBER ?? : **FINAL EXAM** -- TBA

TOPICS FOR THE TWO REQUIRED UNDERGRADUATE PAPERS

Each paper should be ca. 5 pages in length, double-spaced, word-processed, 12-point font or smaller. All information and descriptions must be specific : when specific sites, monuments, or artifacts are mentioned, the complete source of your information must be provided in a footnote or endnote.

1) DUE ON TUESDAY, OCTOBER 6:

Imagine that you have just moved from Roman Italy to one of the cities or towns we have studied in Gaul (you may choose which one). The year is A.D. 125. Describe in detail the topography and monuments of the city, describe its political and social makeup and how you view it as an Italo-Roman, and compare the lives and culture of your new neighbors with those of your former fellow citizens in Italy. BE SPECIFIC, not general nor vague. Always keep in mind the question of “Romanization” – how Roman does your new Gallic town and its inhabitants appear to you? How does their “Roman-ness” differ from what you knew before or might have expected?

2) DUE ON TUESDAY, DECEMBER 1:

Write a response to, or a critical review of, Tacitus’ glorification of the campaigns and policies of Agricola in Britannia, from the point of view of either A) a “Romanized” Briton with relatives in the northern part of the island, or B) an imperial administrator charged with fulfilling the Imperial policies of the new emperor Domitian, especially finding troops to send for the current wars in Germany. How important, useful, successful are Agricola’s “conquests” from either or these perspectives? What was their effect on the spread of “Romanitas” in Britannia, for good or ill? Again, you must work SPECIFICALLY with Tacitus’ text and provide SPECIFIC information and descriptions of Britannia.

**GRADUATE CREDIT AND HONORS OPTION CREDIT STUDENTS MUST
CONFER WITH ME ASAP ABOUT RESEARCH PAPER TOPICS !!**