



CIEE Global Institute – Rome

Course name:	From Dawn to Dusk in Ancient Rome, Daily Life in the Capital of Roman Empire
Course number:	ARCE 2101
Programs offering course:	Rome Open Campus (Language, Literature and Culture Track)
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2020

Course Description

The course will explore everyday life in ancient Rome focusing on the different aspects of the daily activities of Roman citizens. Students will follow the life of Roman inhabitants from dawn to dusk looking at the houses where they lived, the roads they strolled around, the markets where they shopped, the rituals they participated in, the public facilities they visited (such as bath houses, theater and so on), the cemeteries where they buried their dead. In this journey in the daily life of ancient Rome, students will learn the differences between socio-economic classes and how the Romans experienced art, leisure and religious and political gatherings. The course will benefit from regular on-site classes at archaeological sites and museums where the students will be exposed to a great wealth of materials with the goal of thinking critically while acquiring a first-hand knowledge of the everyday life in the capital of the Roman Empire. Seminars and practical workshops will enhance the students' understanding of the different topics covered by the course.

Learning Objectives

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

- Critically analyze and read the life of the ancient Romans contextualizing their social status
- Understand and analyze the functions of the different buildings
- Approach critically the socio-economic implications of the interpretation of ancient material culture
- Comprehend how the Romans interpreted and used art in their public and private places
- Understand social, political and anthropological configuration of the ancient Roman society
- Demonstrate the ability to research, analyze and interpret ancient artifacts and the contexts in which they were used
- Relate and contrast ancient buildings with present-time ones and interpret their cultural expressions

Course Prerequisites

None



Methods of Instruction

This course will combine lectures, PowerPoint presentations, class debates, walking tours, and conversations with guest speakers.

Assessment and Final Grade

Quizzes:	15%
Group presentation	15%
Research paper	25%
Final Exam:	25%
Class Participation:	20%

Course Requirements

Quiz

Students will take 4 quizzes (15 mins each) throughout the course. Each quiz, based on the topics discussed during classes, will include true and false, multiple choice, definitions and images identifications.

Group presentation

The class will be divided in groups of 3-4 students. Each group will have to present on a topic of the course assigned by the professor and lead a discussion group during an on-site class.

Research Paper

Topics for research will be chosen from a list provided by the professor in week 2. Once the topic has been selected, the student will be required to write a short paper (1300-1400 words). The research paper must include the following sections:

- Introduction (Introduction of the topic, aims of the paper)
- Description of the topic (topic must be first described in an objective way)
- Discussion of the topic (topic must be critically reviewed and analyzed)
- Personal comments and reflections on the topic (Student's point of view on the topic)
- Conclusion
- Bibliography

The bibliography must include all cited and/or consulted works, including web resources. Text citations of consulted works in the paper must be clearly stated by using quotation marks, otherwise it will be considered plagiarism. Consulted works must be cited using MLA or APA systems. The professor will provide extensive and precise guidelines.

Final Exam



Students will take a final exam at the end of the course. The exam (true and false (10), multiple choice (10), images identification (6), definitions (6) and short essays) will cover all topics discussed and analyzed in class.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements.



10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

Please note this schedule is subject to change if opportunities arise to enhance the curriculum

Week 1

Daily life in an ancient city

1.1

Introduction: Daily in the ancient world

This class will serve as an introduction to the study of the daily life in the ancient city, focusing on the various different approaches and analyzing the available sources. The syllabus will be presented and reviewed, with emphasis on assessment methods and course requirements.

Readings

Class notes

AA: pp 110-118

MA: Introduction

Week 2

Waking up in Ancient Rome

2.1

Rome: from village to metropolis

Students will learn about the history of the city of Rome and of the many transformations it underwent in the ancient Roman times.

Readings

Class notes

CL: 3-36

2.2

The Roman houses and apartments

This class will be focused on the types of Roman houses analyzing the different layouts and functionality of the spaces and their decorations.

Readings

Class notes

MA: CH 4

CO: CH 5

Quiz 1

Week 3

Eating drinking, travelling



3.1

A royal Palace: the Imperial residences in Rome

The class will examine the monumental remains of the residences of the Roman Emperors. Students will learn how the Roman Emperors transformed their residences in the symbols of power and decadence.

Readings

Class notes

CO: CH 12

AI:176-178

CL: 266-270; 288,293

3.2

Houses in the ancient city centers

On Site Class: Palatine Hill

Students will have the opportunity to visit the Palatine hill and the archaeological remains of the House of Augusto, The House of Livia, the House of the Grifi and finally the Domus Flavia

Class notes

CL: 128-145

3.3

Strolling around the ancient city

Rome was well provided with major markets and its main streets were lined with shops and restaurants. Students will explore what was like taking a stroll in one of the many neighborhoods of the city and using the many facilities it offered.

Readings

Class notes

CO: Ch. 7

MA: Ch. 3

Quiz 2

Week 4

Leisure and Sports

4.1

Ancient Roman Baths

Bathing was one of the most important activities in ancient Rome. Students will learn the origin of this practice and the social implications of visiting the Roman baths.

Readings

Class notes

YE: CH 2&5

Quiz 3

4.2

A Leisure day



This class will analyze the most popular leisure activities of the inhabitants of Rome. Spending the day at the Colosseum, or at the races in the Circus Maximus or enjoying a show at the theater

Readings

Class notes

CO: Ch.9&10&11

Week 5

Religion and public life

5.1

Monumental Complexes

On Site Class: Circus Maximus and Caracalla Baths

Students will explore two icons of the ancient city the Caracalla Baths and the Circus Maximus, learning about the architecture and the functions of these monumental complexes.

Readings

Class notes

CL: 264-265; 319-320

AI: pp 296-303; pp. 305-307

WP: pp129-132

5.2

Many gods many temples

Romans lived religion as an integrant part of their everyday life.

This class will provide the students with an overview of the various religious aspects in the Roman world and of how religion impacted the life of its inhabitants.

Class notes

CO: Ch. 8

MA: Ch. 10

Quiz 4

5.3

Public and Religious buildings in the Roman Forum

On Site Class: Roman Forum

Visiting the Roman Forum, the main public place of ancient Rome, students will learn about the many facets that any public squares had in the Roman world.

Readings

Class notes

CL: 60-99

Week 6

The city of the dead

6.1

Roman burial practices and necropolis

Students will learn about the burial practices of ancient Rome and how they changed throughout the centuries. Analyzing a necropolis attention will be focused on the social differences mirrored in the style, decorations and materials of the tombs.



Readings
Class notes
TO: pp. 33-42

6.2

Review class

Research paper submission

Students will have the opportunity to review all the topics discussed during the course.

6.3

Final exam

Readings

NOTE: Further reading materials will be assigned on a week-by-week basis.

Professor will provide a complete list of complementary readings, media sources and articles published in national and international media in order to stimulate class debates and activities.

AA = Adkins L., Adkins R.A., *Handbook to Life in Ancient Rome*, USA, Oxford University Press, 1998

AI = Aicher P., *Rome Alive: A Source Guide to the Ancient City*, Bolchazy-Carducci, Mundelain 2004.

CL = Claridge A., *Rome. An Oxford Archaeological Guide*, Oxford University Press, Oxford 1998

C0 = Connelly, P., *The Ancient City*, Oxford University Press, 1998

MA = Matz, D., *Daily life of Ancient Romans*, Indianapolis and Cambridge, Hackett Publishing, 2004

TO = Toynbee, J. M. C., *Death and Burial in the Roman World*, JHU Press, Baltimore 1996

WP = Ward Perkins, *Roman Imperial Architecture*, Yale University Press, 1981

YE = Yegül F., *Bathing in the Roman World*, Cambridge, Cambridge University Press, 2010