Welcome to the Archaeology of Pompeii!

This course is a very close examination of the archaeological remains of Pompeii in the Bay of Naples. This Roman city was frozen in time after the volcanic eruption of Mount Vesuvius in AD 79 and its treasures are still being discovered today. We will consider the elements of Roman cities that are so clear at Pompeii such as roads, sewage, public markets, temples, burial monuments, houses, brothels, bathhouses and political buildings. The course will focus on the archaeological remains, but we will explore these through the study of specific themes of social and political life in antiquity, as well as to consider Roman written sources that help us to understand the remains of Pompeii. We will also explore the rediscovery of Pompeii during the 18th century and look at the reception of the Roman images and buildings that were seen for the first time and became an obligatory stop on the European “Grand Tour” during the 18th and 19th centuries. The course will also be complemented by the other sites around the Bay of Naples also covered by the Vesuvian eruption. Villas of the elite at sites such as Stabiae and Oplontis continue to amaze us and offer a glimpse of life in the countryside, while the site of Herculaneum offers a view of an elite community with richly decorated villas, ancient libraries and other structures hanging on a cliff at the Roman seaside. The stunning remains of everyday life in Ancient Rome will come alive in this class and you will have the chance to learn more about the details of life in antiquity than you ever thought possible.

I am Dr. Elizabeth Greene and I will be your instructor for this course. I am an Associate Professor of Roman Archaeology in the Department of Classical Studies. I completed my Ph.D. at the University of North Carolina, Chapel Hill, where I taught archaeology classes for several years, before arriving at Western in 2011. I teach on all aspects of Classical Archaeology (primarily Roman and Greek), particularly the archaeology of the Roman world and the Roman provinces in Western Europe. I have worked on archaeological excavations in Tuscany and Rome, and on various military forts along the Roman frontier in England. Currently, I am involved in an on-going excavation project at a site called Vindolanda near Hadrian’s Wall in England, where I co-direct a field school for students to train in excavation technique and the history and archaeology of Roman Britain. Please feel free to discuss with me any aspect of archaeology, how to get involved with archaeological projects, or just come introduce yourself!
**COURSE INFO**

**CLASS MEETINGS:** Tuesday, 1:30-2:30; Thursday, 1:30-3:30, AHB 2B02

**INSTRUCTOR:** Dr. Elizabeth Greene  
Assistant Professor of Roman Archaeology  
Department of Classical Studies  
Lawson Hall, Room 3208  
519-661-2111, ext. 84571  
egreene2@uwo.ca

**OFFICE HOURS:** Wednesday, 2:00-3:00 pm; Thursday 3:30-4:30pm  
(or by appointment: egreene2@uwo.ca)

**ASSESSMENT**

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<thead>
<tr>
<th>Assessment</th>
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<tr>
<td>Midterm Exam (Essays and visual analysis)</td>
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<tr>
<td>Final Exam (Essays and visual analysis)</td>
<td>40%</td>
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<tr>
<td>Research Project (8 pages; Final draft due on last day of classes)</td>
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Elements of research project:
- Proposal and Annotated Bibliography (submit in “Assignments” tab in OWL) Due: Feb. 11
- Outline (optional: I will comment if submitted by Feb. 26)
- First Draft (optional: I will comment if submitted by March 18)
- Final Draft (submit digital on OWL in “Assignments” folder) Due on last day of classes

**REQUIRED COURSE MATERIAL:**

**NOTE FROM THE DEAN OF ARTS and HUMANITIES:** You are responsible for ensuring that you have successfully completed all course prerequisites and that you have not taken an antirequisite course. Lack of prerequisites may not be used as basis of appeal. If you are not eligible for a course, you may be removed from it at any time, and you will receive no adjustment to your fees. These decisions cannot be appealed.

**PLAGIARISM:** Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

**POLICY ON ACCOMMODATION FOR MEDICAL ILLNESS:**  
http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf  
Students seeking academic accommodation on medical grounds for any missed tests, exams and/or assignments worth 10% or more of their final grade must apply to the Office of the Dean of their home faculty and provide documentation. ACADEMIC ACCOMMODATION CANNOT BE GRANTED BY THE INSTRUCTOR OR DEPARTMENT.

**UWO ACCESSIBILITY POLICY:** Western has many services and programs that support the personal, physical, social and academic needs of students with disabilities. For more information and links to these services: http://accessibility.uwo.ca/

**MENTAL HEALTH:** Students who are in emotional/mental distress should refer to Mental Health@Western  
http://www.health.uwo.ca/mental_health/ for a complete list of options about how to obtain help.
COURSE COMPONENTS AND GRADE BREAKDOWN:
LEARNING OBJECTIVES

On successful completion of this course students are expected to be able to:

I. Understand basic archaeological terms relating to the architecture, art and artifacts of the Roman world and especially Pompeii.
II. Understand the basic historical timeline, geographical layout and the physical components of the city of Pompeii and the Bay of Naples from the archaic period through AD 79.
III. Identify characteristics of specific Pompeian buildings by reading an archaeological plan or with images of a site’s specific features (e.g. temples, houses, defenses, sculpture).
IV. Articulate how buildings, city plans, and monuments reflect social and political organization and how these features were used to push political agendas and make broader statements to their audience.
V. Understand how artifacts played a role in the creation and maintenance of one’s identity such as ethnicity, sex/gender, religion, class, etc.
VI. In turn, understand the limitations and biases inherent in the archaeological record and what effect this has on our understanding of life in the past.

LEARNING OUTCOMES/TRANSFERABLE SKILLS

Students completing this course are expected to have acquired:

I. historical perspective: An understanding that the cultural, political and social phenomena of any historical period needs to be understood within the historical context of which it is a part.
II. appreciation of the physical environment: How the monuments, buildings, street layout, etc. in any historical period may signify important ideals such as status, identity, and power, on both the civic and individual level. Throughout the course both lectures and discussions will emphasize the messages present in the physical appearance of Pompeii and its monuments.
III. the ability to analyze primary evidence (archaeological, documentary, artistic, etc.): Students should gain a developed understanding of the potential, as well as limits and restrictions, of our evidence in the reconstruction of past societies. Our class discussions will provide practice and guidance in this interpretation and the research paper will give an opportunity to investigate archaeological material closely and to reach conclusions independently.
IV. writing skills: Students will learn to synthesize material and present their thoughts clearly and concisely within prescribed limits, to present a thesis statement with clear objectives and approach, and to cogently argue a point in written format. Students will have these opportunities in a substantial research paper that will be written in stages over the course of the entire year and in essay exams throughout the year.
V. communication skills: The ability to present succinct thoughts in oral discussion is important. Students will practice communicating by stating their opinions and posing questions to their peers towards advancing in-class discussion. It is hoped that students will learn to be inquisitive, to question presumed “fact,” and to learn to craft an argument for oral presentation. This should not only involve the repetition of learned knowledge but analysis and conclusions about newly acquired knowledge.
COLLABORATION AND INDIVIDUAL WORK
Any learning experience is enhanced greatly by group discussion, teaching your peers, and asking questions of me and your classmates. I encourage you throughout the course to create study groups, to quiz each other on historical and aesthetic details learned in the course, and to help each other with difficult topics when necessary. These efforts will always create lively discussion in class and ultimately help you remember information and utilize facts towards a greater understanding of our subject matter and better performance on assignments.

It is expected, however, that all of your tests, exams, and written assignments (i.e. things that are passed into me for course assessment) will be your own original work that you have completed by yourself and in your own words. As an example, it is always very useful to study with a group for an upcoming test or exam and this is highly encouraged. What you will want to avoid, for example, is creating “sample” or “practice” essays together on topics that you think might end up on the exam and then use those words exactly or even roughly in an exam essay. You want to discuss ideas, quiz each other on facts, and learn from each other. You DO NOT want to take each other’s words and original ideas and present them as your own in a paper or on a test or exam. This would be considered plagiarism and is an academic offence on the part of all involved. This is only one example, so please, if you have any questions about what does and does not constitute an academic offence, please come discuss this with me and see the Academic Handbook section on scholastic offences:
http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_undergrad.pdf

CLASSROOM TECHNOLOGY USE
I will post PowerPoint lectures in advance of the class. It is perfectly acceptable for you to download these and have them on your laptop for class (in fact, I suggest this). You will be able to follow along with the lecture and not waste efforts writing down what is written on the slide. Sometimes the lecture will only appear the morning of the class. This is unavoidable for me as I reserve the right to make last minute changes and additions to the PowerPoint before it is covered in class. PowerPoint presentations will be based on a complete subject (e.g. Early Italy) and the same file may be used for several lectures. I will label files accordingly to minimize any confusion.

I expect that laptops will be used in class for academic purposes. If you choose to spend the hour doing other things on your computer not related to class you will be disturbing your peers around you. Please be conscious of this and respect others in the class. Laptops, other electronic devices or study aids are NOT allowed in tests or exams.

COURSE COMPONENTS
Lectures and Attendance:
I will not take attendance in this course, but it is highly recommended that you attend lectures. The most important part of this course is class meeting. Lectures will use the assigned reading as background and will build on these topics as well as introduce new material. Exams will be based on lectures and the reading material together, but when a particular topic is prominent in the reading and discussed at length in lecture, this is an indication of an important issue and will be found on the tests and exam. The lectures will always have accompanying PowerPoint presentations and they will be posted on OWL.

Since this is an archaeology class, there will be many images that you will be expected to recognize and analyze throughout the course. You will be tested on these images and your knowledge of their identification, details of construction and importance. Images will appear in the PowerPoint presentation for the week’s discussions, labeled with their identification and date, but there will be highly relevant information discussed that will only be accessible in the class lecture, including formal presentation by me and informal student participation and discussion (i.e. everything you need to know will not be in the PowerPoint). If you miss a class, it is advised that you obtain notes from a fellow student and the images
from OWL, and I encourage you to utilize office hours with questions after you have familiarized yourself with the material. It is not possible to simply replace the class lecture with the PowerPoint without attending lecture.

**Reading**
There is a lot of reading in this class, but do not worry. The reading is assigned to give you a background in the subjects that we will discuss in more detail in class, so that you will not be blinded by terms, topics, and sites. You should do all the reading once, so that you are familiar with these aspects for each week’s lectures. During the course of lecture I will point out the topics that are of the utmost importance and these are the areas that you will be responsible for knowing on the tests. You should not worry about something that came up only in the readings and was never discussed further in class. I am not looking for you to remember every minute detail, but rather that you can use details of evidence to support your understanding of larger themes and concepts.

On several weeks I have listed discussions that we will have in the week. Sometimes there is an extra discussion reading, sometimes the discussion comes out of the chapters that were assigned for the week. You should read these with extra care in order to take part in the discussion for the day. Your class participation mark will come primarily from these discussion sections.

Readings that are not in the textbooks assigned can be found on OWL under ‘Resources’.

**Mid-semester Tests**
Tests are meant to show your comprehension of concepts and ideas, as well as your ability to remember buildings, sites and historical events that are important for the study of Roman archaeology (you will indeed need to memorize information in this course, such as historical dates or building types, to create a solid base of knowledge). Questions will expect you to understand conceptual ideas, as well as specific dates and features of important buildings and events (e.g.: What symbolic importance is present in the iconography of elite burials in the provinces?). I am not looking for you to spend lots of time on tiny details that have little consequence on broader concepts (e.g.: How many milecastles are there on Hadrian’s Wall and how many turrets between them?). The questions are not out to trick you, but they will require thought and reflection to answer correctly.

Mid-semester tests are non-cumulative (e.g. test #1 will cover from the beginning of class until the test. Then test #2 will include the material covered in lecture between test #1 and test #2, etc.), so they will only include material covered between each test (note: Final exam is cumulative from the whole year). They are meant to allow you to synthesize the material and assess your knowledge throughout the semester. Tests will help you identify any problems or gaps before the final exam at the end of the year.

Tests will be taken in one class period and should take 50-60 minutes to complete, sometimes they will be 2 hours long and taken in the long class period. They will consist of a combination of short identifications, short answer questions, brief essays and will also include images for assessment that were encountered in the PowerPoint presentations (not all of these components will appear on one test). I will choose the most important images seen throughout the course and I will provide the images in a folder on OWL marked, e.g. “Test 1 review images” (i.e. you will not be asked to memorize and recall every image that is shown in class!). Students will be responsible for knowing the place and general time period represented in the image and for understanding why these examples are important for our study of Roman archaeology in the provinces. I will ask you to identify the image and provide a rough date for its construction/use, its location and one or two further details of its importance (e.g. if I show a picture of a temple of the imperial cult in the Roman east you will be expected to know what building it is and where it is located, when it was constructed, and I might ask further, e.g. to whom the structure was dedicated. Or, what is significant about the building type?). The short answer questions will require more thought
and will generally take about one page to answer. For example, a question could ask: Briefly discuss the conquest of Britain and its incorporation into the Roman Empire.

I will also provide review sheets on OWL with important terms and questions to guide your review. These are meant to aid students in understanding major terms and concepts in the course and to help you begin formulating answers. These sheets are meant to help students organize their review of the material, NOT as a replacement for lectures or as a “practice exam”.

**No books, notes, laptops or any other electronic devices are allowed to be used during tests**

**Final Exam**
The final exam will be cumulative and will focus on overall concepts in Pompeian archaeology that we have looked at throughout the term. You will need to refer to the material we have examined in class (e.g. sites, buildings, sculpture, artifacts) that illustrates your argument within essay and short answers. The exam questions will allow you to show that you understand broad concepts while also using specific material from the entirety of the course. The exams are designed to allow students to show their strengths in various topics and not rely on only one essay for the final exam grade. The last few meetings of the semester are designed to synthesize the material we have covered and help you study for the final exam. These class meetings will be thematic and will use material from the entire semester in a discussion of major themes and concepts. These will be interactive sessions and you will be expected to have thought in advance about the topics and be ready to discuss and elaborate on questions and discussion.

**No books, notes, laptops or any other electronic devices are allowed to be used during final exams**

**Make-up tests and exams will only be given with a dean’s approval. If you miss a test it is not up to me to decide if your case warrants a make-up. Please take all such concerns to the dean’s office. Please take note now of all test and assignment dates listed at the top of the syllabus and confirm that you are available for test and assignment due dates. The final exam date is set by the registrar and is non-negotiable. Please do not schedule travel during the exam period.**

**Class Participation**
I will spend much of the time lecturing, but I will also pose questions to the class and we will have discussions during which participation is expected. I will present questions or topics, many of them are on the syllabus already, for which you should be especially prepared to speak up. Sometimes these will be spontaneous and will utilize reading material and past lectures. It is hoped that these discussions will help students use the knowledge that they have gained and to solidify concepts before we move onto new material. At times we will also do small activities that require discussion with peers or group organization and these will not be voluntary. You do not need to speak or take part in discussion every day, but I do expect that throughout the semester students will be an active member of the class. This is a good (and relatively easy!) way to gain 10% of your final grade and will also be helpful to synthesize information when studying for tests and exams. I encourage you to come speak to me if you are unsure if your participation is sufficient or if you have any serious issues with this aspect of the course.

**Research Paper**
We will be working throughout the term on a significant research project of 7-8 pages in its final form. The final draft of this paper will be DUE ON THE LAST DAY OF CLASSES digitally on OWL (in Assignments folder), but there will be assignments along the way that are part of the research and writing process which will be assessed as part of the final grade. We will work together on finding an appropriate topic that interests you, how you will approach finding resources to research this topic, the organization and arrangement for presenting the research, the proper elements of a research paper, and finally the composition of a flawless final draft of the paper. Performing these steps will give you a good understanding of how research is conducted in many humanities fields. The thought of writing a long
paper can be overwhelming, but these steps will help you along the way and make this a manageable project.

We will have one class meeting focusing on finding resources for Classical Archaeology research. This will be a very important class to attend. Please bring your laptop on this day, if possible, to practice searching for your interests in research databases and library catalogues.

The steps you are asked to take and the graded elements of the research assignment are as follows:

I. Meeting #1: Meet with instructor informally to discuss what you are interested in learning more about in Pompeiian archeology. We will formulate a research question that you can begin to investigate. This meeting is not graded and is meant to help you discover your interests and guide you toward a topic that is appropriate and manageable.

II. Attend class meetings for discussion and tutorials about the writing process from grammar to finding resources. This will take place in the classroom and will take the entire class session. Attendance will be taken.

III. Proposal: You will write a proposal of your topic, no longer than one page, 12 point font, double spaced. This task is meant for you to focus your thinking and to begin planning the organization of the paper. The abstract should reflect the thesis of the project with your primary research question, how you plan to investigate this question, what types of archaeological evidence you might look at to research your question, and any potential hypotheses you may already have about the topic. The organization of the abstract should basically mirror the proposed organization of the paper. In other words, don’t explain first what you think you might conclude from your research, but rather start with a strong thesis statement that incorporates your research question.

IV. Annotated bibliography: This is a bibliography of sources that you will use to investigate your topic (please provide at least 7 specific sources). You will annotate this list, meaning that you will provide a very brief note after each source that describes what it is about and why it will be useful for you. Example:


These annotations are as much to help you as they are for me to assess your progress and the appropriateness of a source. This is a very helpful way to organize your thoughts and remember why you need various sources. You may include anything on this list including books, journal articles, and webpages. You must be very careful with internet sources and it is best that you discuss these with me beforehand so we can determine the academic quality of the proposed source. Please do not use Wikipedia and do not include the text books in this list (though it is okay to cite textbooks in the paper if necessary when making a general point). Please see the longer assignment for specifics.

V. Outline: It is optional, but highly recommended, to provide an outline of your proposed research. This should be organized in the way you plan to write your paper (but can
change later if the research shifts direction). Major headings should represent the primary sections of the paper and the sub-headings should reflect the content and material that you will use to elucidate your research question. This portion should be more detailed than the proposal, e.g. you should know the specific sites, buildings, artifacts you plan to use in order to explore and discuss your topic. You should have a general idea of the conclusions you might draw, but do not need to know exactly what you might find. Submit by Feb. 26th for full comment by me.

VI. First Draft: The first draft is optional, but highly recommended. This should be a complete written paper. This draft should not include any sections still in outline format, nor should you have extensive notes to yourself to check this and double check that (though a few notes, perhaps questions of opinion for me, or minimal notes to yourself are okay). It should be written out in good English and essentially be a complete paper with footnotes/endnotes and a bibliography. This way you will get the most benefit out of my comments and how I think you can improve the research or the writing for the final draft. First drafts will be read and fully commented upon if submitted to me by the deadline, electronically in “Assignments” on OWL.

VII. Meeting #2: Consultation for final draft. This is a recommended meeting, especially if you have submitted an outline and/or rough draft. This meeting will give you a chance to discuss with me the comments I have provided on your first draft and how you plan to utilize them to improve the work for the final draft. This is very important to avoid any miscommunication with feedback before the final draft of the paper is done.

VIII. Final Draft: This is the final version of the paper and is DUE ON THE LAST DAY OF CLASSES. Please submit the paper in electronic format in “Assignments” on OWL. After this point there will be no re-writes and no additions to the paper. The graded final draft of the paper will be returned to you at the final exam. This project is meant to guide you through the steps of research and should be a valuable experience for students in many fields.

**Late Papers.** It is not fair to your peers if you have extra time to write your paper but are assessed in the same manner. Late papers will lose 10% of the grade every day they are late. If you need accommodations this is a matter for the dean’s office and you must receive approval from the dean.

HELP WITH WRITING SKILLS
There will be several in-class sessions on writing and research, both to help with finding and using scholarly resources in Classical Archaeology and producing a well-written, grammatically and syntactically correct paper. I will take attendance in these writing sessions.

During the writing process you are encouraged to utilize the many resources that are available to students for research and writing papers. I do not require a visit to the writing center as part of your grade and I will not check up on those that have done this, but there is no doubt about the correlation between higher quality written work and utilization of campus resources. Here are some easy ways to access information about the resources available to you at Western:

LIBRARY WRITING AND RESEARCH TUTORIALS (online): Below you will find only a few of the useful tutorials on the Western Libraries website. Please look through and utilize as many as you find useful and use the examples from Social Sciences or Arts and Humanities if available (rather than Health of Physical Sciences).
“Advanced Searching skills” (how to find sources for your proposed research): http://www.lib.uwo.ca.proxy1.lib.uwo.ca:2048/tutorials/advancedsearchingskills
(use “Basic searching skills” if you have no experience with searching for research sources)

“Introduction to Refworks” (helps keep your bibliographies and citations organized): http://www.lib.uwo.ca.proxy1.lib.uwo.ca:2048/tutorials/introductiontorefworks

“Making sense of research resources” (using primary and secondary sources for research): http://www.lib.uwo.ca.proxy1.lib.uwo.ca:2048/researchmodules/socialsciences/makingsenseofresearchresources/index.html

“Evaluating Resources” (consideration of the value of source based on its publication, age, etc.): http://www.lib.uwo.ca.proxy1.lib.uwo.ca:2048/researchmodules/socialsciences/evaluatingresources/index.html

“Writing your own paper” (discusses issues of proper citation, source credit and plagiarism): http://www.lib.uwo.ca.proxy1.lib.uwo.ca:2048/researchmodules/socialsciences/writingyourownpaper/index.html

WRITING SUPPORT CENTER:
http://www.sdc.uwo.ca/writing/

“Writing Resources” (lists of useful sources by field; very useful handouts on syntax and writing styles): http://www.sdc.uwo.ca/writing/index.html?handouts

You are able to get writing help through email at the writing center, but I highly recommend that you make an appointment to work with someone in person at the center. Personal discussion about the goals for your writing project will always help the final paper enormously. Also, more than one trip to the writing center throughout this project will be useful as your progress and experience with research and writing grows.

USEFUL WEB RESOURCES FOR ARCHAEOLOGY IN THE BAY OF NAPLES
These are sites that you may find useful for images and info about current excavations and basic information about the most popular sites in the Bay of Naples. These are not research websites, but may point you in the right direction for further reading and for getting ideas for papers and presentations.
http://www.pompeiisites.org
www.pompeiana.org
http://oplontisproject.org
http://classics.uc.edu/pompeii/index.php/team.html
http://www.proxima-veritati.auckland.ac.nz/Herculaneum/ (virtual tours of Herculaneum structures)

Useful Abbreviations and Journal info
AJA American Journal of Archaeology (JSTOR)
CA Classical Antiquity (JSTOR)
CJ Classical Journal (JSTOR)
JRA Journal of Roman Archaeology (Weldon stacks)
MAAR Memoirs of the American Academy in Rome (JSTOR)
PBSR Papers of the British School at Rome (JSTOR)
RM Mitteilungen des deutschen archäologischen Instituts Roemische AbteilungBullettino (Weldon stacks: DE2.D46)
WEEKLY SCHEDULE and TOPICS

Week 1: Course Introduction
Introduction to the geography and sites of the Bay of Naples
Introduction to our sources: Archaeology, antiquarian discoveries, ancient texts.
The Vesuvian landscape and the eruption in AD 79
Discovery and reception from the 18th century to today

Reading:
Pliny, Book VI, Letters 16 and 20 (on OWL)

Week 2: Public spaces and the development of space at Pompeii
Organization and city planning
The forum in Pompeii
Markets and other public spaces

Reading:
Complete Pompeii Chapter

Week 3: The Religious landscape in Pompeii
State religion: Capitolium
Temple of Apollo, Venus Sanctuary, Dionysus in Pompeii, etc.
Triangular Forum (so-called) Sanctuary
Personal and private religion

Reading:
Complete Pompeii chapter

Week 4: Houses and Insulae at Pompeii and Herculaneum
Elite houses and Social structure
Public and Private in a Roman house
Wall painting and the elite houses of Pompeii and Herculaneum
The neighborhoods of Pompeii

Reading:
Complete Pompeii chapter

Week 5: Public venues and entertainment
Political life and public munificence
Theaters and the amphitheater
Bathhouses

**Reading:**

**Week 6: Industry and Production in Pompeii**
Production in Pompeii: salted fish, wool, felt
Bakeries and food
Inns and inn keepers
Taverns and shops at Pompeii and Herculaneum

**Reading:**

**Week 7: Infrastructure of a Roman City**
Water movement: Aqueducts, sewers, fountains
Streets and sidewalks
Gates and city walls

**Reading:**
Complete Pompeii chapter

**Week 8: Luxury on the Bay: seaside villas at Herculaneum and luxury at Pompeii**
The Villa of the Papyri
Herculaneum and its villas
Architectural feats in the Bay

**Reading:**
Complete Pompeii Chapter

**Week 9: Eroticism in Roman wall paintings and art in Pompeii and Herculaneum**
Brothels in the ancient world
Wall paintings and the erotic
Prostitution
Sexuality as fecundity and prosperity

**Reading:**
Complete Pompeii chapter

**Week 10: Suburban Villas at Pompeii and in the Bay of Naples**
Villa Rustica vs. villa Urbana: The Villa of the Mysteries at Pompeii
The Villa of Poppaea at Oplontis (Torre Annunziata)
Stabiae (Castellammare di Stabia)
Boscoreale

Reading:
Complete Pompeii chapter

**Week 11: Death in Pompeii: Burial and commemoration**
The streets of the dead
Funerary monuments and the elite of Pompeii
Showing identity and status in commemoration

Reading (*everyone*):

**Week 12: Catch up (if necessary)**
Catch up on what we are inevitably behind on
Take a breather and write research papers