

**Department of Classical Studies**  
**Course Outline**  
**CS 9450B: URBANISM AND SOCIAL RITUALS IN ANCIENT ROME**  
**WINTER 2024**



**REQUIRED TEXTS:**

- *Rome, Ostia, Pompeii: Movement and Space*, ed. R. Laurence and D. Newsome. Oxford: Oxford Univ. Press. Ppk ed. (2018).
- Various articles and chapters found elsewhere (under the ‘course readings’ button on our OWL site)

**COURSE OBJECTIVES:** This course looks at urban life in the city of Rome, exploring questions of urban identity, the uses of social space, and the construction of social rituals. We will cover such topics such as the conceptualization of urban space; streets and patterns of urban movement; suburbs, hills and neighborhoods; Rome as a museum; smellscapes and soundscapes; baths, spectacles, and triumphs; the retail economy; dying, burial, and cremation; and religious life in the ancient city. We will look at the benefits to city life, such as gardens and other public spaces, as well as malfunctions of the city: diseases, pollution, crowding, and crime.

**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.

**ENROLLMENT RESTRICTIONS:**

Enrollment in this course is restricted to graduate students in Classical Studies, as well as any student that has obtained special permission to enroll in this course from the course instructor as well as the Graduate Chair (or equivalent) from the student's home program

**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). **Nor are students allowed to use any form of AI in the writing of their paper.**

**POLICY ON ACCOMMODATION FOR MEDICAL ILLNESS: Accommodation Policy**

Staying healthy – physically and mentally – is an essential part of achieving your academic goals. There are many resources on campus available to help you maintain your health and wellness (start here: <http://wec.uwo.ca/> and <https://www.uwo.ca/health/>). Please contact the Graduate Chair if you have any concerns about health or wellness interfering with your studies.

If academic accommodation should become necessary at any point, students should contact their course instructor(s) and/or supervisor, as appropriate. Students should also contact the Graduate Chair in most cases, and especially if accommodation is needed for:

- more than one course
- more than one week
- any tests, exams, and/or assignments worth 10% or more of a final grade
- any program milestone (comprehensive exams, thesis, etc.)

In these cases, the Graduate Chair may request that a student work with Student Accessibility Services (<http://www.sdc.uwo.ca/ssd/>) to arrange a plan for accommodation (see SGPS Regulation 14: [http://www.grad.uwo.ca/current\\_students/regulations/14.html](http://www.grad.uwo.ca/current_students/regulations/14.html)).

**ACCESSIBLE EDUCATION WESTERN (AEW):**

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program. Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.

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/>

**HEALTH/WELLNESS SERVICES:** Students who are in emotional/mental distress should refer to Mental Health @ Western <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.

**Gender-based and sexual violence**

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at

[https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html).

To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

#### **Learning Development and Success**

Counsellors at the Learning Development and Success Centre (<https://learning.uwo.ca>) are ready to help you improve your learning skills. They offer presentations on strategies for improving time management, multiple-choice exam preparation/writing, textbook reading, and more. Individual support is offered throughout the Fall/Winter terms in the drop-in Learning Help Centre, and year-round through individual counselling.

#### **LEARNING OUTCOMES:**

- To become familiar with the main evidence (visual, literary, and archaeological) for urbanism and architecture in Roman antiquity
- To become familiar with modern theories and definitions of urbanism
- have an understanding of the Roman concept of urban space
- have an understanding of urban ritual and the uses of social space
- have examined the physical components of Roman architecture and building design
- To become aware of the problems with and limitations of using ancient archaeological and literary evidence.
- To investigate modern reactions to, interpretations of, and preconceptions about that evidence.
- understand the importance of architecture and cityscapes as both a reflection and a formative influence on a society

#### **TRANSFERABLE SKILLS:**

- an advanced understanding of the importance of historical perspective, and how social norms and customs and the construction and consumption of material culture (e.g. architecture, sculpture and painting) is a product of time, events and context;
- an understanding of how iconography/symbolism in any historical period may be used *inter alia* to signify cultural identity, political power, state nationalism, and historical memorial
- the ability of critical visual analysis of archaeological evidence, and the results of such analysis, to formulate, develop, and argue an hypothesis/thesis based on this primary evidence;
- a developed understanding of the limits of archaeological evidence in the reconstruction of ancient societies and the restrictions the material record places on our ability to formulate hypotheses and interpretations;
- advanced oral communication skills through the oral presentations of a scholarly argument/hypothesis using the archaeological and written evidence, the ability to lead and direct class discussion, and meet the challenge of questions/criticisms of seminar content;
- to have advanced written communication skills in the clear and organized presentation of an argument/hypothesis within the prescribed limits of the writing assignments; among the basic research skills acquired are the ability to collect relevant bibliography

on a prescribed topic, critically engage with the scholarly literature with an assessment of the relative merits of an argument, and write a thesis in a format that includes a clear introductory statement of intent, a well-constructed and logical presentation of the argument including the relative merits of various scholarly opinion, and a conclusion that gives an assessment of the evidence and the author's own evaluation of the evidence.

### GRADES:

Essay	40%
Presentation	25%
Student questions on essay presentations	5%
<b>TWO</b> article reviews (15% each)	30%
	100%

This will be a discussion-based seminar which will require participation from **all** students.

### ESSAY AND PRESENTATIONS:

- **Essays** should be 5000 words, and are due **\*\*THURSDAY APRIL 25<sup>th</sup>\*\***
- I encourage you to write the essay on a topic of interest to you (in consultation with me). Although we cover many topics pertinent to Roman urban social rituals in the class readings and discussion, some we simply do not have time to examine. One of those may be appropriate for your paper: for instance, religion in the city; gendered spaces; various emperors and the physical fabric of the city, etc. You can also move outside Rome proper and write about another ancient city (Pompeii, Ostia).
- **Presentations** should be about 15-20 minutes in length (in other words, conference-paper length, or **8-10** double-spaced typed pages). You will choose a date for your presentation in the first week or two of classes; if you need to cancel or change your date **you must find a classmate willing to take your place.**
- Your essay should incorporate and address questions, suggestions, and comments raised during your presentation; thus, the essay and presentation are on the same topic.
- **Article reviews:** students are required to choose **TWO** of our readings in advance and prepare questions and comments for discussion in class. (Our textbook is **excluded** from these). You will choose your articles in the first week or two of classes; if you need to cancel or change your choices **you must find a classmate willing to take your place.** For each article presentation, in 10-15 minutes:
  1. please summarize the article in question
  2. tell us what the author set out to do, and using what evidence
  3. if s/he achieved this, in your opinion
  4. Tell us what you liked or didn't like about the article or chapter.

5. You may also pose questions to us about the content
6. Please type up your report and turn it in to me (it should be 1-2 double-spaced typed pages, or thereabouts).

## **COURSE OUTLINE:**

### **Jan 11:**

#### **Introduction; urban planning in antiquity**

##### **Reading:**

- J. B. Ward-Perkins. 1974. *Cities of Ancient Greece and Italy: Planning in Classical Antiquity* (G. Braziller): 14-40 (Appendix II) with selected illustrations.
- O.F. Robinson. 1992. *Ancient Rome: City Planning and Administration* (Routledge): 5-32.
- C. R. Whittaker. 1995. 'Do theories of the ancient city matter?' in T. Cornell and K. Lomas, eds., *Urban Society in Roman Italy* (St. Martins): 9-26
- J. Anderson. 1997. *Roman Architecture and Society* (Johns Hopkins): 183- 240
- R. Laurence. 2009. *Roman Passions: A History of Pleasure in Imperial Rome* (Continuum): 33- 47.

### **Jan 18:**

#### **Roman topography; writing the metropolis**

##### **Reading:**

- C. Edwards. 1996. 'City of marvels,' in *Writing Rome* (Cambridge): 96-109
- R. Laurence. 1997. 'Writing the Roman metropolis,' in H. Parkins (ed). *Roman Urbanism: Beyond the Consumer City* (Routledge): 1-20.
- Andrew Dalby. 2000. 'Saeva urbs,' in *Empire of Pleasures* (Routledge): 209-42.
- D. Larmour. 2007. 'Holes in the body: sites of abjection in Juvenal's Rome,' in D. Larmour and D. Spencer (eds) *The Sites of Rome: Time, Space, Memory* (Oxford): 168-210.
- Andrew Wallace-Hadrill. 2008. 'Knowing the city,' in *Rome's Cultural Revolution* (Cambridge): 259- 312.

### **Jan 25:**

#### **Movement and space in ancient Rome**

##### **Reading:**

- R. Ling. 1990. 'A stranger in town: finding the way in an ancient city.' *Greece and Rome* 37.2: 204-14.
- D. Favro. 1996. *The Urban Image of Augustan Rome* (Cambridge), 24-41, 252-280.
- C. Holleran. 2011. 'Street life,' in Laurence and Newsome: 245-61
- E. Macauley-Lewis. 2011. 'The city in motion,' in Laurence and Newsome: 262-89

### **Feb 1:**

#### **Streets, neighborhoods, suburbs, houses**

##### **Reading:**

- C. Edwards. 1993. *The Politics of Immorality in Ancient Rome* (Cambridge): 137-72.
- J. Hartnett. 2011. 'The power of nuisances on the Roman street,' in Laurence and Newsome: 135-59.
- J. Lott. 2013. 'Regions and neighborhoods,' in Paul Erdkamp (ed). *The Cambridge Companion to Ancient Rome* (Cambridge): 169-89.

- R. Witcher. 2013. '(Sub)urban surroundings,' in Paul Erdkamp (ed). *The Cambridge Companion to Ancient Rome* (Cambridge): 205-26.
- G. Storey. 2013. 'Housing and domestic architecture,' in Paul Erdkamp (ed). *The Cambridge Companion to Ancient Rome* (Cambridge): 151-68.
- J. Hartnett. 2020. *The Roman Street: Urban Life and Society in Pompeii, Herculaneum, and Rome*. Cambridge: 45-75.

**Feb 8:**

**Rome's entertainment centres**

**Reading:**

- D. Dudley. 1967. 'Amphitheatrum Flavium or Colosseum,' in *Urbs Roma: A Sourcebook of Classical Texts on the City & Its Monuments* (Phaidon Press): 142-5
- D. Dudley. 1967. 'Circus Maximus,' in *Urbs Roma*: 211-16
- K. Coleman. 2000. 'Entertaining Rome,' in J. Coulston and H. Dodge, *Ancient Rome: The Archaeology of the Eternal City* (Oxford): 210-58
- G. Fagan. 2011. *The Lure of the Arena: Social Psychology and the Crowd at the Roman Games* (Cambridge): 121-154
- S. Bell, 2014. 'Roman chariot racing: charioteers, factions, spectators,' in P. Christesen D. G. Kyle (eds). *A Companion to Sport and Spectacle in Greek and Roman Antiquity* (Blackwell Companions to the Ancient World; Wiley-Blackwell): 492-505.

**Feb 15:**

**Monumental architecture: the Roman forum and the Palatine**

**Reading:**

- D. Dudley. 1967. *Urbs Roma*: 73-78, 87-88, 91-93, 107-110, 146-176.
- L. Bablitz. 2007. 'The location of legal activities in the city of Rome,' in *Actors and Audience in the Roman Courtroom*: 13-50.
- F. Trifilo. 2007. 'Movement, gaming and the use of space in the forum,' in Laurence and Newsome: 312-31
- M. T. Boatwright. 2011. "Women and gender in the Forum Romanum," *Transactions of the American Philological Association*, 141: 105-141.
- D. Newsome. 2011. 'Movement and fora in Rome,' in Laurence and Newsome: 290-311.
- D. Favro. 2011. 'Construction Traffic in Imperial Rome: Building the Arch of Septimius Severus,' in Laurence and Newsome: 332-60.

**Feb 22: NO CLASS (Conference Week)**

**Feb 29:**

**Triumphs**

**Reading:**

- D. Favro. 1994. 'Rome. The street triumphant,' in Z. Celik et al. *Streets: Critical Perspectives on Public Space* (Univ. of California): 151-64
- M. Beard. 2007. *The Roman Triumph* (Cambridge): 7-53, 61-7
- D. Favro. 2014. 'Moving events: curating the memory of the Roman triumph,' in K. Galinsky (ed). *Memoria Romana: Memory in Rome and Rome in Memory* (Ann Arbor): 85-101.

M. Popkin. 2016. *The Architecture of the Roman Triumph: Monuments, Memory, and Identity* (Cambridge): 1-22.

**Mar 7:**

**Baths and Bathing**

**Reading:**

R.B. Ward. 1992. 'Women in Roman baths.' *Harvard Theological Review* 85: 125-47.

J. Toner. 1995. *Leisure and Ancient Rome* (Polity Press): 53-64.

J. Delaine. 1997. *The Baths of Caracalla*. *JRA Supplement* 25: 13-84

G. G. Fagan. 1999. *Bathing in Public in the Roman World* (Ann Arbor): 10- 39, 176-219

R. Laurence. 2009. *Roman Passions: A History of Pleasure in Imperial Rome* (Continuum): 63-74 + article on gay bathhouses (See Laurence 2009)

**Mar 14:**

**Retail and Shopping**

**Reading:**

C. Hawkins. 2017. 'Artisans, retailers, and credit transactions in the Roman world.' *Journal of Ancient History* 5.1: 66-92.

W. Harris. 2006. 'A revisionist view of Roman money.' *Journal of Roman Studies* 96: 1-24.

C. Holleran. 2012. *Shopping in Ancient Rome: the Retail Trade in the Late Republic and Early Principate* (Oxford): 11-61, 99-158, 232-65.

W. Broekaert and A. Zuiderhoek. 2013. 'Industries and services,' in Paul Erdkamp (ed). *The Cambridge Companion to Ancient Rome* (Cambridge): 317-35.

S. Ellis. 2018. *The Roman Retail Revolution: The Socio-economic World of the Taberna* (Oxford): 85-125.

**Mar 21 (\*student presentations)**

**Soundscapes and smellscapes, the senses in the city**

**Reading:**

R. Laurence, 2017. 'The sounds of the city: from noise to silence in ancient Rome,' in E. Betts (ed), *Senses of the Empire: Multisensory Approaches to Roman Culture* (Routledge): 1-22.

Ann Olga Kolostri-Ostow, 2015. 'Roman urban smells: the archaeological evidence,' in M. Bradley (ed). *Smell and the Ancient Senses* (Routledge): 90-109.

N. Morley, 'Urban smells and Roman noses,' in M. Bradley (ed) *Smell and the Ancient Senses* (Routledge): 110-19.

M. MacKinnon. 2018. 'Tastes of meat in antiquity: integrating the textual and the zooarchaeological evidence,' in K. C. Rudolph (ed) *Taste and the Ancient Senses* (Routledge): 161-78.

H. Platts. 2020. *Multisensory Living in Ancient Rome: Power and Space in Roman Houses* (Bloomsbury Academic): 157-91.

**Mar 28: (\*student presentations)**

**Diseases, crowding, pollution, poverty, crime**

**Reading:**

- Alex Scobie. 1986. 'Slums, Sanitation, and Mortality,' *Klio* 68: 399-433.
- Andrew Riggsby. 1999. *Crime and Community in Ciceronian Rome* (Univ. of Texas Press): 157-71.
- W. V. Harris. 2011. 'Poverty and destitution in the Roman empire,' in *Rome's Imperial Economy: Twelve Essays* (Oxford): 27-56.
- B. Kelly. 2013. 'Policing and security,' in Paul Erdkamp (ed). *The Cambridge Companion to Ancient Rome* (Cambridge): 410-24.

**Apr 4: (\*student presentations)**

**Dying in the city of Rome**

**Reading:**

- J. M. C. Toynbee. 1971. *Death and Burial in the Roman World*: 43-64.
- J. Bodel. 1999. 'Death on display: looking at Roman funerals,' in B. Bergmann and C. Kondoleon (eds). *The Art of Ancient Spectacle* (Yale): 259-82
- J. Bodel. 2000. 'Dealing with the dead: undertakers, executioners and potter's fields in ancient Rome,' in V. Hope and E. Marshall (eds). *Death and Disease in the Ancient City* (Routledge): 128-51.
- W. Scheidel. 2013. 'Disease and death,' in Paul Erdkamp (ed). *The Cambridge Companion to Ancient Rome* (Cambridge): 45-59.
- V. Hope. 2019. 'Dead people's clothes: materialising mourning and memory in ancient Rome,' in Z. Newby and R. Touslon (eds), *The Materiality of Mourning: Cross Disciplinary Perspectives* (Routledge): 23-39.