

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

School of Art History, Classics and Religious Studies

CLASSICS

CLAS 207/307 ROMAN SOCIAL HISTORY

20 POINTS

TRIMESTER 2 2013

Important dates

Trimester dates: 15 July to 17 November 2013

Teaching dates: 15 July to 18 October 2013

Mid-trimester break: 26 August to 8 September 2013

Study period: 21–25 October 2013

Examination/Assessment Period: 25 October to 16 November 2013

Note: students who enrol in courses with examinations must be able to attend an examination at the University at any time during the scheduled examination period.

Withdrawal dates: Refer to www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds

If you cannot complete an assignment or sit a test or examination (aegrotats), refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Class times and locations

Tuesday	1-2 pm	Hunter 323
Wednesday	1-2 pm	Hunter 323
Friday	1-2 pm	Hunter 323

Tutorials: 6 tutorials – please consult the lecture programme below for weeks with tutorials. In weeks with tutorials there will be no the Friday lecture. The first tutorials begin in week 3.

Students should sign up for tutorials using S-Cubed.

Names and contact details

Course coordinator and lecturer: Prof. Art Pomeroy, Old Kirk 509, Ph. 463 6781, Arthur.Pomeroy@vuw.ac.nz. Available when not teaching between 10 am – 7 pm.

Communication of additional information

Notices about any changes in Course Schedule or corrections will be distributed to students via e-mail and Blackboard.

General information (e.g. special lectures in the Classics programme; examination schedule) will be posted on the Classics Notice Board, 5th Floor, Old Kirk.

Prescription

A study of the main features of Roman social history from the time of Augustus to AD 200. Topics include class structure, law, education, the family, slavery, poverty and public entertainment.

Course content

See Lecture Programme below.

Course learning objectives (CLOs)

Students who pass this course should be able to:

1. Show that they are aware of the basic structures of Roman society, such as the economic system and family construction, in the first two centuries AD.
2. Show they possess a basic vocabulary of Roman social institutions (for instance, the key terms describing relationships in the Roman household or types of slavery).
3. Have a general understanding of the evidence for Roman society and its limitations.
4. Apply simple concepts derived from modern systems of analysis (e.g. from sociology or demography) such as status or life expectancy to ancient evidence in order to understand these features in their historical context.
5. Recognize the differences between Roman society and modern societies (e.g. 21st century New Zealand).

In CLAS 307, more extensive reading than that expected for CLAS 207 will be required for the essays and a deeper and more extensive knowledge will be expected in the examination.

Teaching format

The course will be taught through general topic lectures and a series of tutorials where students will apply general principles to specific problems (e.g. the size and population of Rome; the differences between ancient and modern film depictions of Roman games and the reasons for these).

These tutorials are available as the Tutorial Package in the Documents for CLAS 207/307 on Blackboard. Students should print this off at their leisure for use at the tutorials.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Complete both essays by the due date;
2. Complete the final examination.

Workload

Students should expect to spend on average twelve hours per week on this course: two hours preparing for each lecture (three to four hours preparing for tutorials), three hours a week attending lectures and tutorials, and seven hours a week in general reading, revision, and essay preparation. The workload may not be spread evenly throughout the period from first lecture to final examination.

Assessment

Assessment items and workload per item		%	CLO(s)	Due date
1	2000-2500 word essay I	20%	1,3,4	August 23
2	2000-2500 word essay II	20%	1,3,4	October 18
3	Final Examination (three hours)	60%	1,2,3,4,5	TBA

Submission and return of work

Submission of essays: essays should be deposited in the Assignments Box, outside OK 508.

It is recommended that students produce *typed* essays, for the mental health of the markers.

Essays should **NOT** be placed in lecturers' or tutors' pigeonholes, or under people's doors!

Extensions: extensions for essays will be granted, where circumstances warrant them, only if permission is first sought, BEFORE THE DUE DATE, from Prof Pomeroy.

Extensions are usually only granted for illness (on production of a medical certificate) or for family bereavement (where production of evidence may be required). Students should note the granting of an extension and its date on their written work to avoid the possibility of being penalised for late submission.

Return of Essays: the first essay will be ready for collection after the first lecture after the trimester break; the second essay will be available either two weeks after submission or 48 hours before the examination, whichever is earlier.

Essays may be collected from the Classics Administrator, Tania Hayes, in Old Kirk 508.

Penalties

Assignments submitted after the due date or the date of an approved extension will be penalised. A half mark (out of 20) will be deducted for each day (including weekends) or part thereof that the assignment is overdue. Late assignments may also be awarded a grade only, without comments, and there is no guarantee that late assignments will be handed back before the final examination.

Under NO circumstances can any written work for CLAS 207/307 be accepted after 24 October.

Work that exceeds the word limit may, at the marker's discretion, be marked only up to the word limit. While the word limit is a suggested maximum, it is likely that work that falls short of this limit by a substantial amount will be judged inadequate and receive a reduced mark.

Plagiarised work will not be accepted.

Set texts

T. Parkin, A. Pomeroy, *Roman Social History: A Sourcebook* (Routledge p/b)

P. Garnsey, R. Saller, *The Roman Empire* (Duckworth p/b)

Petronius, *Satyricon* (Penguin)

Recommended reading

A basic knowledge of the outline of Roman History is expected of incoming students — those who have not completed CLAS 105 previously should familiarise themselves with Roman history (e.g. K. Christ, *The Romans*; C. Wells, *The Roman Empire*).

Aside from the Set Texts, students are expected to read more deeply in the subject areas of their essays. Since there is a wide range of material on Roman Social History, a separate Reading List is attached below.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Student feedback

Presently there is no student feedback on line for this course. However, changes are made continually to lectures and tutorials. In addition, the lecture outlines and synopses are now available on Blackboard.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/home/study/plagiarism
- Aegrotats: www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat
- Academic Progress: www.victoria.ac.nz/home/study/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/home/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/home/study/exams-and-assessments/grades
- Resolving academic issues: www.victoria.ac.nz/home/about/avcacademic/publications2#grievances
- Special passes: www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/home/about/policy
- Student support: www.victoria.ac.nz/home/viclife/student-service
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/home/viclife/student-charter
- Student Contract: www.victoria.ac.nz/home/admisenrol/enrol/studentcontract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/home/about
- VUWSA: www.vuwsa.org.nz

First Essay topics (20%)

Due: August 23

NB. In all cases, be sure to support your arguments by evidence from ancient sources or specific references to modern social models. Be sure to concentrate on the Early and High Imperial periods (1st and 2nd centuries AD).

CLAS 207 topics

- (1) Briefly outline the system of status groups in Rome, indicating which were legally recognized and which were socially defined (apart from adult males, consider the status of women and children). What was the function of such labelling? Was it easy or common to change status?
- (2) The Roman Empire is often considered a 'slave-based economy'. Indicate what this definition actually means and consider whether this is true for the empire as a whole or specific areas (such as Italy). Consider the implications of the use of slave labour (such as effects on the free labour market or on technological or economic innovation). Is the significance of slavery then over-estimated?
- (3) In Rome, the government often intervened on behalf of the general populace. Briefly indicate the types of intervention that occurred and estimate their actual effect. Why did the government feel the need to act in this fashion and what were the limits of public involvement?

CLAS 307 topics

- (1) The agrarian sector is undoubtedly the greatest part of the Roman economy. Indicate how slaves and free labour participated in this area. Can we assume 'rational' strategies for maximising returns or should we conclude from the evidence that agricultural systems were conservative and inefficient? What are the consequences of the systems of land exploitation?
- (2) It is sometimes suggested that a reduction in warfare in the early empire led to a drop in the importation of slaves and a crisis in the Roman economy. Examine the evidence for each of these suppositions, considering possible estimates for the slave population and the likelihood of reproducing itself either internally or by external imports. Does the slave labour crisis still seem plausible?
- (3) Indicate how Rome's legal system acts to reinforce status differentiation. Is this seen as a deliberate legal policy or is it an accidental effect of dispute resolution in a traditional society?

Second Essay topics (20%)

Due: October 18

NB. In all cases, be sure to support your arguments by evidence from ancient sources or specific references to modern social models. Be sure to concentrate on the Early and High Imperial periods (1st and 2nd centuries AD).

CLAS 207 topics

- (1) One modern tool for investigating Roman society is to consider societies at other times and places for comparative purposes. Taking an aspect of Roman social history, indicate the gains and dangers of such an approach.
- (2) What evidence do we possess for health concerns in the city of Rome? Can we say that this was an 'unhealthy' environment as compared to other places in the Roman world? Why would people move to Rome, stay there, or migrate elsewhere?
- (3) Outline Roman attitudes to sexuality, indicating the nature of the evidence and its origins. In what ways does this vary from the sexuality of a modern society (e.g. New Zealand pakeha society – you may choose another comparative group if you wish)?
- (4) Outline the nature of a Roman household, taking status and wealth into consideration. If the family is intended to be the vehicle for the transmission of property and status through the male line, how successful was this family model in achieving this? Do features of the Roman family suggest other concerns may also be being addressed?

CLAS 307 topics

- (1) Indicate the economic considerations that must be taken into account with the production of gladiatorial games (e.g. demand for the product and quality, state-set regulations, mortality). Discuss the evidence that may indicate the reasons to invest in gladiators as an owner-trainer or as a public benefactor at games and also show the possible difficulties with what might appear a popular product.
- (2) Discuss the evidence for the Roman family, indicating what this suggests about the structure of family groups and interconnections between kin. How does the Roman family differ from the modern nuclear family?
- (3) Discuss the evidence for lifespan in the Roman world and the reasons for seeking to use model life tables. Why choose one model life table in preference to others? What consequences would flow from a low life expectancy, both negative and positive?
- (4) Indicate the evidence for Roman views of female sexuality and evaluate its reliability in terms of gender bias and accuracy. Can one derive from this evidence a depiction of a Roman 'female' and how close may it be to actual female life in the Roman world?

Form of Final Examination 2013

The final examination, counting for 60% of the final grade, will consist of two parts:

– two essays, worth 20 marks each, chosen from a list of topics (approx. 12 questions, generally corresponding to the lecture topics);

– four gobbets, worth 5 marks each. Passages for comment will be drawn from Parkin/Pomeroy, *Roman Social History: A Sourcebook* and Petronius, *Satyricon*. Students must comment on four passages out of eight.

The purpose of this section is not to test if you know the passage, but how you can apply what you have learned in the course to explaining pieces of evidence about Roman Social History. This is very similar to the work undertaken in tutorials.

Copies of previous examination papers are available on-line from the Victoria Library.

Lecture Schedule 2013

NOTE: Tutorials will be held on the weeks beginning:

Monday 29 July
Monday 12 August
Monday 9 September
Monday 23 September
Monday 3 October
Monday 7 October

On these weeks there will be no Friday lecture.

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Week One: July 16, 17, 19

Introduction

An introduction to the society of Rome: the place and the people.
The organization of society: classes and obligations.
Integration of social groups: patronage and clientship

Reading: Petronius. Parkin and Pomeroy, ch. 1. Garnsey & Saller, ch. 1-2, 6, 8-10

Weeks Two and Three: July 23, 24, 26, 30, 31 (+ tutorial)

Slavery and Bonded Labour

Slavery: an introduction. Justifications. The theory of a social "tool".
Sources and sales of slaves: a self-perpetuating system?
Slavery and freedom: peculium, freedmen and freedwomen.
Slavery and free labour: systems of exploitation in the Roman world
Imperial slaves: reasons for prominence and career patterns

Reading: Parkin and Pomeroy ch. 5

Tutorial: Slavery.

Weeks Four to Five: August 6, 7, 9, 13, 14 (+ tutorial)

Poverty

Urban poor - survival in imperial Rome; varieties of shelter.
Feeding the Population of Rome
Health and sanitation in the city.
Rural poor - land-holding and exploitation, *coloni, agronomoi*.
State intervention and non-intervention.

Reading: Parkin and Pomeroy, ch. 6

Tutorial: Roman urban poverty

Week Six: August 20, 21, 23

Roman Law

The system of Roman law.
Crime and punishment.
Legal management: the transfer of property by wills

Reading: Parkin and Pomeroy ch. 8

Mid-trimester Break

Week Seven: September 10, 11 (+ tutorial)

Roman Family

Meet the Family: Patriarchy and alternative families

Marriage and reproduction

Reading: Parkin and Pomeroy ch. 3. Garnsey & Saller, Ch. 7.

Tutorial: The Roman Family

Mid-trimester Break April 18-May 1

Week Eight: September 17, 18, 20

Roman Economy

Economic models and Roman farming.

Trade in the Roman Empire.

Government and economics: the question of GDP.

Reading: Parkin and Pomeroy ch. 7. Garnsey & Saller, Ch. 3-5.

Week Nine: September 24, 25 (+ tutorial)

Sex and Exploitation

Roman sexuality

Alternative sexualities: the question of Roman 'homosexuality'

Tutorial: attitudes to prostitution.

Week Ten: October 1, 2 (+ tutorial)

Population of the Roman Empire: Methodology and Statistics

Problems of methodology average life-span and levels of mortality of the population.

Test case: effects of demography on Roman family

Reading: Parkin and Pomeroy, ch. 2

Tutorial: Population of Rome.

Week Eleven: October 8, 9 (+ Tutorial)

Gladiators and Charioteers

The place of entertainment in Roman society: leisure and festivals

Political and social purposes and effects of games

Reading: Parkin and Pomeroy, ch. 9

Tutorial: Popular entertainment.

Week Twelve: October 15, 16, 18

Roman Lifestyles

Dream Interpretation

Death and Burial

Dining Customs

Reading: attached to this outline.

(N.B. Petronius throws light on many aspects of the course; students should read the *Satyricon* as soon as possible and re-read relevant sections in association with lecture, tutorial, and essay preparation.)